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ABSTRACT

This report describes trends in Catholic high schools over the past 10 years. Data were derived from a survey of 500 Catholic secondary schools. A total of 293 questionnaires were returned, a 59 percent response rate. In addition to monitoring changes in income and expenses, tuition, and salaries, the report provides an analysis of information about emerging administrative structures. Salaries and stipends have increased, bringing religious teachers' stipends and lay teachers' salaries closer together. The gap between salaries in public and Catholic high schools has remained constant since 1992. Data show that schools are working hard to balance necessary increases in tuition with expanded financial programs, placing increasing emphasis on development efforts. Within a relatively short time, many schools have generated fairly successful, multifaceted programs. The data also show new evidence of the success of increasingly sophisticated student-recruitment and marketing programs. Much remains to be done in the areas of faculty compensation, financial aid, maintenance, and student recruitment and retention. Despite financial strains, schools show evidence of effectiveness, efficiency, and committed staff and parents. Thirty-five exhibits are included. Appendices contain information on average high school models; summary tables by governance, region, and enrollment; a list of schools in the report; and a copy of the survey instrument. (LMI)

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Dollars and Sense: Catholic High Schools and Their Finances 1994



Michael J. Guerra
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Secondary Schools Department
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and
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Secondary Schools Department
National Catholic
Educational Association

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❖❖ TRENDS AND HIGHLIGHTS ❖❖

■ Compensation for priests and religious has continued to increase substantially. The average annual compensation for women religious has increased 12 percent from \$22,000 in 1992 to \$24,600 in 1994.

■ Average beginning salary for lay teachers has increased seven percent from \$17,700 in 1992 to \$19,000 in 1994. The median salary has increased nine percent from \$24,700 in 1992 to \$26,800 in 1994. The average maximum salary has increased eight percent from \$32,000 in 1992 to \$34,400 in 1994.

■ Financial aid programs have increased substantially. Ninety-seven percent of all Catholic high schools report financial aid programs, and grants are received by 24 percent of their students. In the past two years, the average grant has increased from \$996 to \$1,098, which represents 33 percent of the average freshman tuition. Catholic high schools throughout the United States provided more than \$148 million in financial assistance to over 140,000 students in 1994.

■ Average annual salary for lay principals in 1994 was \$51,000, an 11 percent increase over the \$45,800 salary reported in 1992.

■ Median freshman tuition in September 1993 was \$3,100, which represented 75 percent of the median per pupil expenditure of \$4,120. The median tuition has increased 15 percent in the past two years.

■ Estimated operating expenses for all Catholic high schools totaled 3.0 billion dollars. Given the difference in per pupil costs between Catholic and public schools, the dollar value of Catholic secondary education's contribution to the United States in 1994 exceeded \$4 billion.

■ Eighty-nine percent of all Catholic high schools have initiated development programs. The average income from all development activities in 1993-94 was \$226,700. Private Catholic high schools report the most successful programs, generating an average of \$80,600 from alumni, \$43,000 from parents, \$93,000 from others and \$84,300 from special events.

■ A president-principal leadership model is in place in 24 percent of all Catholic high schools. While examples of this model can be found in a wide variety of schools, presidents are most likely to be found in all-male schools with reasonably well established development programs. Fund-raising income in president-led schools is substantially larger than the average in all categories, with extraordinary advantages reported in levels of alumni and parent support, as well as special events income.

❖ ❖ INTRODUCTION ❖ ❖

During the past twenty years, the National Catholic Educational Association has published a variety of statistical reports on Catholic elementary and secondary education in the United States. An annual publication provides basic data about schools, enrollment and staffing. Reports on Catholic secondary school finances have been published biennially for more than ten years.

The present study builds on five earlier reports. The Catholic High School: A National Portrait was published in 1985 and reported baseline data collected from over 900 schools during the 1983-1984 school years. Subsequent studies of high school finances in 1986, 1988, 1990 and 1992 were each based on responses of some 200 schools, drawn from stratified random samples. The 1994 report is based on data from a similar but larger sample. The survey instrument is substantially the same as that employed in the earlier surveys, which in turn borrowed heavily from the original survey used to produce the National Portrait.

Taken together the reports offer a rich data base for discerning and analyzing trends over the past ten years. In addition to monitoring changes in income and expenses, as well as tuitions and salaries, the 1994 report provides an analysis of information about emerging administrative structures, including a detailed report on president-led schools. It also reports that the percentage of Catholic high schools led by lay principals has increased to 50 percent.

Schools continue to demonstrate sensitivity to the legitimate concerns of both lay and religious teachers for fair compensation. Salaries and stipends have increased, bringing stipends for religious closer to parity with lay salaries. The gap between salaries in public and Catholic high schools has remained constant since the 1992 study.

This report describes schools working hard to balance necessary increases in tuition with expanded financial aid programs. As the relative weight of contributed services contracts in response to decreases in the numbers of teaching religious and increases in the compensation provided for those who remain, schools are obviously placing increasing emphasis on development efforts. This report offers a detailed examination of the success of those efforts. On balance, the evidence is encouraging. Within a relatively short time (the average development office is perhaps a decade old), many schools have generated fairly successful, multi-faceted programs. This report also offers strong new evidence of the success of increasingly sophisticated student recruitment and marketing programs.

In development, as in faculty compensation, financial aid, maintenance, and student recruitment and retention, much remains to be done. The statistics provide additional evidence of the effectiveness and efficiency of Catholic secondary schools. At the same time, there are signs of financial strains, balanced by the continuing heroic commitments of principals, teachers and parents. While a financial survey is hardly the ideal instrument to describe extraordinary personal commitment, it is not difficult to see faith, generosity and determination between the lines that describe salaries, tuition and family incomes.

I am grateful to those who took the time from the business of leading their schools to share their stories with us. I also salute Tracy Hartzler-Toon, administrative assistant extraordinaire, whose ministrations helped coax a record response from the sampled schools, and whose subsequent machinations transformed reams of faxes and foolscap into publishable form. Colleagues at Search Institute put all the raw numbers into their marvelous machines and extracted the elegant medians and means that fill up our tables.

This is also the occasion to pay special tribute to my distinguished colleague, Frederick Brigham, who recently retired as NCEA's director of research. Like many other reports produced by NCEA, the U. S. Department of Education and a number of researchers, this study builds on census data collected annually by Fred Brigham. Without these dependable baselines, no sample-based studies would come from my Pelikan or my colleagues' Pentium. Collecting and publishing annual data is far from easy. Brigham has done it gracefully and faithfully. For this report, and all those that precede it, I owe a special debt of gratitude to Fred Brigham, whose contributions and colleagueship I will sorely miss.

As usual the text that follows contains some predictable caveats and qualifiers, and while it makes no claim to metaphysical certitude, it is generously stocked with inferences and judgements. I assume full and sole responsibility for all of these conclusions, although it may come as no surprise to learn that I regard all of them as properly rooted in the data.

Michael J. Guerra
Executive Director
Secondary School Department

Feast of the Assumption 1995

❖ ❖ THE SAMPLE ❖ ❖

The 1994 report is based on a stratified random sample of Catholic high schools in the United States. The sample was stratified on the variables of region and enrollment size, in order to help insure that these two important characteristics would be represented as accurately as possible. An initial sample of 500 schools was sent copies of the survey instrument; 293 (59%) completed and returned the survey. This is a higher rate of response than we obtained in previous reports. The schools participating in this survey represent 24 percent of all Catholic secondary schools in the United States.

The distribution of the resulting sample by governance, enrollment size and region of the country (the three analysis categories used most frequently in this report) is shown in Exhibit 1. Comparison data are included from the annual NCEA census publication, Catholic Elementary and Secondary Schools, 1993-1994, (Brigham, 1994). The geographic distribution of the schools in the sample slightly under-represents the Southeast region. In addition, among governance types, parochial/interparochial schools are under-represented and diocesan schools are over-represented, perhaps reflecting the perceived weight of the reporting burden on relatively smaller administrative staffs of parish high schools. These particular differences between the census and the sample should be kept in mind when interpreting the findings in this report. The schools providing the data reported in this study serve as a very reasonable, if not perfect reflection of Catholic high schools throughout the United States. Generalizations from the full sample to the larger population of Catholic high schools as a whole can be drawn with a high level of confidence. Conclusions drawn from data reported by size, region, or governance type will be less precise. As it turns out, the design and response rate for this particular sample produced a model that is quite faithful to the geographic and enrollment distributions of all the nation's Catholic high schools, and offers a virtually perfect reflection of the subset of private Catholic high schools. Put another way, as a statistical garment the sample provides U. S. Catholic high schools as a whole with a fairly good fit, some schools will need to let out the seams a bit and others will need to take a tuck, but some can take it off the rack and wear it to the next board meeting.

Exhibit 1
**Number and Percentage Distribution of Sample Schools by Region,
Governance and Enrollment**

	No. of Sample Schools	% of Sample	% All Catholic High Schools (Census Data)
Region			
New England	22	8	8
Mideast	87	30	28
Great Lakes	68	23	21
Plains	34	12	11
Southeast	28	10	14
West/Far West	54	18	18
Governance*			
Diocesan	142	49	35
Parochial/Interparochial	36	12	24
Private	114	39	41
Enrollment*			
Under 500	145	51	59
501-1000	111	39	33
Over 1000	27	10	8

* Totals less than 293 due to missing data.

Grade Composition

In recent years, school leaders have considered a variety of new models, including school consolidations and new grade level configurations. While Catholic elementary and secondary schools are still arranged for the most part in the traditional K-8 and 9-12 configurations, census data reported in the NCEA publication *Catholic Elementary and Secondary Schools, 1993-1994* confirm the rapid growth of pre-kindergarten enrollments and extended day programs in Catholic elementary schools. The distribution of grade levels found among Catholic schools that include grades 9-12 in the present sample and the previous studies is shown in Exhibit 2.

Exhibit 2
Percent of Schools of Various Grade Compositions, 1987-88 to 1993-94

Grades	1987-88	1991-92	1993-94
9-12	89	79	79
8-12	2	4	2
7-12	5	12	11
K or Pre-K to 12	2	2	3
Other (6-12)	2	3	5

Across the five year period from 1987 to 1992, there was growing evidence of movement away from the conventional 9-12 arrangement toward the inclusion of junior high school grades, although a clear majority of Catholic secondary schools continued to maintain the traditional "9-12" grade structure. In 1987 only one school in twenty reported a 7-12 structure. By 1992 this arrangement was found in one of every eight Catholic high schools. But there are no significant changes in grade level structures from 1992 to 1994. It appears that current secondary school structures are increasingly stable, an inference reinforced by the following analysis of future plans.

Near-Term Plans

In order to obtain a preview of changes anticipated but not yet implemented, this survey also collected information on future plans. These are displayed in Exhibit 3, which reports increasing stability (96% plan no significant changes) and diminished interest in mergers, coeducation and the addition of new grades 7 and 8.

Exhibit 3
**Percent of Schools with Significant Changes in Composition
Planned in the Next Three Years, 1987-88 to 1993-94**

	1987-88	1991-92	1993-94
None	86	94	96
Merge/Consolidate	3	1	0
Add New Grades 7 and/or 8	3	4	2
Becoming Coeducational	3	1	*
Other	5	1	2

* is less than 1.

It is also interesting to compare the percent of schools reporting in the 1991-92 survey that they planned a change in the next three years with the schools in this survey that report changes made since the 1991-92 school year. While this is only a two-year time period, it provides some indication of the probability that changes planned will be implemented within the next several years.

Exhibit 4
Comparison of Percent of Schools with Changes in Composition
Planned in 1992 and Those Reporting Changes Accomplished in 1994

	Planned 1991-92	Accomplished 1993-94
Merge/Consolidate	1	1
Add New Grades 7 and/or 8	4	1
Becoming Coeducational	1	*
Other	1	3

* Percentage is less than 0.5%.

Although four percent of the schools reported they were considering adding lower grades in 1992, only one percent of the 1994 sample reported that they had in fact added grade levels during the past two years. The limited (1%) interest expressed in coeducation in 1991-92 was followed by no measurable implementation by 1993-94, suggesting that the array of options for coeducation and single-sex schools presently provided by Catholic high schools will likely continue with no significant change in the near term.

Gender Composition

Recent research on the impact of single-sex and coeducational schools has generated renewed interest in the gender composition of Catholic and other private schools. Exhibit 5 shows this statistic displayed for the overall sample, and for the various analysis categories considered in this report. In the total sample, approximately two-thirds of all schools are coeducational, while about one in five are all-female and one in six are all-male. This represents no statistically significant change since the previous report. The Plains region continues to lead the nation in the prevalence of coeducational schools, while the West/Far West has the highest proportion of all-female schools. Private Catholic schools continue to be disproportionately single-gender. Schools with the smallest enrollment categories tend to be coeducational; moderately-sized schools are about evenly divided between single-gender and coeducational schools. It is important to remember that this sample is stratified by region and enrollment, and not by gender composition. The distribution of schools by gender composition is not based on census data, and is susceptible to variations in the response rates of selected schools. However, unpublished census data closely mirror the distribution of schools in this sample. According to diocesan reports provided in 1991, 60 percent of all the nation's Catholic high schools were coed, 23 percent all female and 17 percent all male. In this sample, 64 percent of the schools are coed, 22 percent are all female and 14 percent are all male.

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Exhibit 5
Percent of Schools of Various Gender Compositions by Region,
Governance and Enrollment, 1991-92 and 1993-94

	All Male		All Female		Coeducational	
	91-92	93-94	91-92	93-94	91-92	93-94
Total	17	14	22	22	62	64
Region						
New England	16	23	12	14	72	64
Mideast	24	22	25	25	51	33
Great Lakes	18	9	26	21	56	71
Plains	6	9	11	9	83	82
Southeast	9	18	19	14	72	68
West/Far West	20	6	29	31	51	63
Governance						
Diocesan	6	8	5	8	89	85
Parochial/Interparochial	5	8	8	11	86	81
Private	31	24	44	42	24	34
Enrollment						
Under 300	6	3	22	22	72	75
301-500	15	4	31	29	54	67
501-750	27	17	21	24	52	59
Over 751	24	31	16	13	60	55

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❖ ❖ ADMINISTRATION ❖ ❖

The percent of schools owned or operated by a religious order has shown an apparent relative decline in this survey: 39 percent, as compared with 50 percent in 1986, and 42 percent in 1992. This apparent decline is a reflection of above average participation rates of diocesan schools in the sample and the under representation of parish schools. Among private Catholic schools, 94 percent report that they are owned or operated by religious communities.

This survey reports significant increases in the percentages of lay principals in all categories. Lay principals are now in place in about half of all Catholic high schools, and represent majorities in diocesan and parish high schools. At 38 percent, their presence in private Catholic high schools has increased rapidly over the past ten years, although members of sponsoring religious communities continue to fill the majority of principalships in the private school sector of Catholic secondary education. Lay principals represent an important and growing segment of Catholic school leadership, and the future trend line is quite clear.

Exhibit 6
Percent of Lay Principals by Region,
Governance and Enrollment, 1985-86 to 1993-94

	1985-86	1991-92	1993-94
Total	37	42	50
Region			
New England	29	36	36
Mideast	18	22	31
Great Lakes	54	49	62
Plains	59	69	74
Southeast	44	47	50
West/Far West	28	42	57
Governance			
Diocesan	52	47	56
Parochial/Interparochial	62	68	64
Private	10	30	38
Enrollment			
Under 300	40	41	52
301-500	24	49	54
501-750	43	41	46
Over 751	38	36	46

Principals' and Administrators' Salaries

The average salary for a lay principal has increased 11 percent since 1992, moving from \$45,800 to \$51,000. The highest average salaries are found in the West (\$55,400), among private Catholic schools (\$55,900) and among schools with the largest enrollments (\$59,400). Not surprisingly, priests and religious serving as Catholic high school principals continue to be paid salaries (or stipends) that are substantially lower than the salaries of lay principals in comparable schools. Other administrators (eg., assistant principals) in schools with religious principals continue, on average, to earn more than their principals, but their salaries also continue to trail those of their counterparts in lay-led schools. Based on comparative

data published by the National Association of Secondary School Principals, lay principals in Catholic high schools earn 22 percent less than their colleagues in public schools, a gap that is slightly smaller than the 26 percent reported in 1992. Other Catholic school administrators also earn about 77 percent of salaries reported for their public school counterparts.

Exhibit 7
Mean Salaries for Principals and Other Administrators by Governance,
Region and Size, for Schools with Religious and Lay Principals
(In Thousands of Dollars), 1991-92 and 1993-94

	Schools with Lay Principals				Schools with Religious Principals			
	Principal		Other Administrators		Principal		Other Administrators	
	91-92	93-94	91-92	93-94	91-92	93-94	91-92	93-94
All Catholic High Schools	45.8	51.0	39.7	41.9	25.6	27.3	35.3	39.7
Public High Schools (NASSP Report)	61.8	65.0	52.7	54.2	—	—	—	—
	(assistant principals only)							
Region								
New England	51.6	53.5	42.6	39.8	22.3	33.8	33.1	44.6
Mideast	49.1	51.1	43.1	43.2	22.2	22.2	35.2	41.7
Great Lakes	45.6	48.5	37.6	40.6	30.4	27.0	36.1	36.7
Plains	42.6	49.4	40.6	42.2	25.3	34.8	34.2	38.5
Southeast	41.4	48.5	34.3	38.2	25.5	25.5	31.5	33.9
West/Far West	49.5	55.4	43.7	44.7	28.4	33.6	39.0	39.4
Governance								
Diocesan	44.7	49.5	39.2	41.3	19.4	21.1	34.0	38.8
Parochial/Interparochial	39.7	47.0	36.4	39.7	16.7	25.4	24.5	36.3
Private	52.1	55.9	42.7	43.9	32.3	33.4	37.8	41.1
Enrollment								
Under 300	38.3	42.7	35.7	37.5	20.1	23.4	26.8	33.2
301-500	43.0	47.6	38.7	40.3	29.7	25.2	37.0	38.3
501-750	52.9	56.4	41.0	44.2	25.3	28.5	35.9	40.3
Over 750	54.0	59.4	45.3	45.7	29.8	33.2	41.6	45.4

Emerging Administrative Models

A small but growing number of Catholic high schools report an administrative structure in which the chief administrative officer is identified as the "president." In some instances, the president-principal model divides school leadership roles between two offices in a structure analogous to the corporate roles of chief executive officer and chief operating officer. The 1992 report provided a baseline for measuring the continuing evolution of Catholic secondary school leadership structures. This report offers the first trend data to describe the rate at which the president-principal model is growing. In the 1992 report, 80

percent of the sampled schools called their chief administrator "principal", and 20 percent had a president.

Among the schools surveyed here, 76 percent refer to their chief administrator as a principal, 24 percent as a president. Analyses of responses from these 70 schools led by presidents and comparisons to 223 principal-led Catholic high schools as well as comparisons with 1992 data are provided in Exhibits 8 and 9. In most categories the percentages of president-led schools have increased, with the most dramatic changes taking place in all male (37% to 54%), diocesan (9% to 16%) and Southeastern (9% to 21%) Catholic high schools.

Exhibit 8
Percent of Schools Led by Presidents and Principals by Region,
Governance and Gender, 1991-1992 and 1993-1994

	President-led Schools		Principal-led Schools	
	91-92	93-94	91-92	93-94
Total	20	24	80	76
Region				
New England	36	36	64	64
Mideast	13	24	87	76
Great Lakes	18	19	82	81
Plains	39	38	61	62
Southeast	9	21	91	79
West/Far West	18	17	82	83
Governance				
Diocesan	33	35	67	65
Parochial/Interparochial	9	16	91	84
Private	16	19	84	81
Gender				
All Male	37	54	63	46
All Female	18	24	82	76
Coeducational	16	17	84	83

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Exhibit 9
Comparisons of President-Led and Principal-Led Schools

	All President-led Schools		All Principal-led Schools	
	1991-92 (n=55)	1993-94 (n=70)	1991-92 (n=223)	1993-94 (n=223)
Chief Administrator				
Lay	50%	44%	41%	52%
Woman Religious	20%	21%	32%	28%
Priest/Male Religious	30%	34%	27%	20%
Governance				
Diocesan	20%	33%	51%	33%
Parochial/Interparochial	11%	10%	14%	54%
Private	69%	57%	34%	13%
Gender				
All Male	31%	31%	13%	9%
All Female	20%	21%	22%	22%
Coeducational	49%	47%	65%	70%
Full-time Development Office				
Yes	96%	94%	80%	87%
No	4%	6%	20%	13%
Annual Fundraising Income from				
Alumni	\$95,600	\$78,900	\$24,700	\$42,200
Parents	\$58,800	\$46,600	\$16,800	\$20,500
Other	\$50,100	\$57,500	\$38,000	\$56,900
Special Events	\$88,300	\$120,800	\$70,000	\$81,700
Total Income	\$292,800	\$303,800	\$149,500	\$201,300
Family Income of Students				
0-\$15,000	5%	5%	7%	8%
\$15,001-25,000	12%	11%	18%	15%
\$25,001-35,000	22%	21%	27%	26%
\$35,001-50,000	30%	28%	28%	27%
More than \$50,001	30%	35%	21%	24%
Average Salaries				
Lay Teacher	\$26,400	\$28,700	\$24,200	\$26,200
Development Director	\$34,900	\$38,900	\$30,000	\$31,600
School Board				
Influential	70%	70%	71%	77%
Determines Budget	92%	86%	87%	81%
Hires/Evaluates Principal	49%	29%	47%	44%
Hires/Evaluates President	74%	47%	—	—

While examples of the president-principal model are found in a variety of different schools, the model is now apparently in place in a majority of private all-male schools, and these schools tend to have well-established and successful development programs. President-led schools also report a substantially larger percentage of families with incomes above \$50,000 (35%, compared to 24 percent of the families in principal-led schools). Not surprisingly, fund-raising income in president-led schools is substantially larger in all categories, with extraordinary advantages reported in the levels of alumni and parent support. Chicken-egg and post-hoc, propter-hoc critiques may be examined in subsequent studies, but whatever the direction of causality, it is clear that there is significant correlation between administrative structure and successful development programs.

Academic Track

The percentage of students reported to be in college preparatory academic programs in this survey was 94 percent, a figure unchanged from the 1992 report.

◆ ◆ TEACHERS ◆ ◆

In 1993-94, the "average" Catholic high school had 34 full-time teachers and 5 part-time teachers. There were 31 full-time teachers in the "average" school in 1992. Of the full-time faculty, 90 percent were lay people, somewhat higher than the 88 percent reported in the previous surveys. Sixty-one percent of the religious (6% of the teaching staff) were religious women. Nineteen percent of the staff were not Catholic. While increases in the percentages of non-Catholic teachers have been quite small and statistically insignificant (16% in 1989; 17% in 1991), this survey reports the percentage of non-Catholics (19%) is now virtually twice as large as the percentage of religious (10%).

The length of service of the average high school teacher remained constant for the 1993-94 school year, with 43 percent having taught five or fewer years at the reporting school (43% in 1991-92; 46-49% from 1985-86 to 1989-90). Fifty-four percent were in this category in 1984 (The Catholic High School: A National Portrait, 1985, NCEA). This modest evidence of reduced teacher turnover suggests that improved compensation has enhanced faculty stability, an important prerequisite for strengthening staff development, faith formation and instructional improvement programs.

Clergy/Religious Compensation

Of the schools with women religious on staff, 58 schools, or 27 percent, report that they pay women religious at the same rate as lay teachers. This represents an increase from 15 percent reported in 1987-88, and 22 percent reported in 1991-93. The lay parity rates for men religious (28%) were even higher, and the parity rate for priests (18%) showed no significant change from earlier surveys (15% in 1989-90; 19% in 1991-92). Average annual compensation (total of salary, benefits, housing, transportation and stipends) has increased for priests, women and men religious, who are now reported to be receiving annual compensation that averages \$22,100, \$24,600 and \$25,700 respectively. The data are displayed in Exhibit 10.

Exhibit 10
Average Annual Compensation of Priests, Religious Women and Religious Men (in Thousands of Dollars), 1987-88 to 1993-94

	Priests			Women Religious			Men Religious		
	87-88	91-92	93-94	87-88	91-92	93-94	87-88	91-92	93-94
Total	13.4	21.5	22.1	15.4	22.0	24.6	14.3	22.0	25.7
Under 300	*	14.4	18.5	13.6	21.6	21.1	*	15.5	21.1
301-500	12.9	21.3	20.9	15.4	22.1	24.8	13.9	23.3	26.7
501-750	14.2	20.8	22.2	17.4	21.6	26.0	13.0	22.8	26.5
Over 751	12.9	22.6	24.8	14.5	23.0	27.3	14.9	21.8	26.5

* denotes insufficient data

Lay Teacher Compensation

Ninety-five percent of the schools surveyed reported that they had established formal salary schedules for lay teachers "related to levels of education and years of experience," a proportion not significantly different from that reported in the three earlier surveys. In 1993-94, the average scheduled salary paid to a beginning lay teacher with a baccalaureate degree was \$19,000, an increase of \$1,315 (7%) since 1991-92. While the rate of increase has slowed from the 9 percent reported during the 1989-91 period, increased compensation levels for lay and religious faculty exceed increases in cost of living measures. The data suggest that Catholic schools continue to be conscious of the need to improve faculty compensation. (See Exhibit 11 for comparisons by enrollment size.)

The compensation gap between Catholic and public school teachers remains wide. The 1992 study reported gaps of 20 percent at entry, 20 percent at maximum and 27 percent at the median. The 1994 study reports essentially no change in the gaps between the average Catholic high school teachers' salaries and public school compensation: 21 percent at entry 20 percent at maximum and 27 percent at median. We have encased all previous analyses of these figures in caveats. Sources of public schools data (i.e., NEA, AFT, U. S. Department of Education) use a variety of different definitions and sampling frames. Nevertheless, we have used available estimates and past assumptions to calculate current statistics for public school salaries. Given the extraordinary range in compensation among public school districts, national averages can be called ballpark numbers only by the standards of the largest ballpark.

Data from the National Association of Independent Schools show a nine percent compensation advantage for teachers in independent schools, a relationship that has not changed since we first began to report comparisons between these sectors in 1989.

The average highest salary paid to a lay teacher with a master's degree in 1993-94 was \$34,400. The average median salary excluding benefits was \$26,800, an increase of nine percent over 1991-92 median of \$24,700.

In 1993-94 the average dollar amount of the benefit package for a full-time lay teacher was \$6,044, an increase of 11 percent over the \$5, 524 reported for 1991-92. Finally, four percent of all the schools in the sample indicated that merit was a factor used in establishing teachers' compensation.

Exhibit 11
Average Beginning Salary for Lay Teachers with B.A. or B.S.
(In Thousands of Dollars), 1985-86 to 1993-94

	1985-86	1991-92	1993-94	%91-93 Increase
Enrollment				
Under 300	11.8	15.7	17.4	11%
301-500	12.4	17.7	18.4	4%
501-750	13.0	18.4	19.2	4%
Over 751	13.3	19.6	20.8	6%
All Catholic High Schools	12.6	17.7	19.0	7%
All Public High Schools (U.S. Department of Education)	17.0	22.2	24.0	8%

Exhibit 12
Average Highest Salary for Lay Teachers with M.A. or M.S.
(In Thousands of Dollars), 1985-86 to 1993-94

	1985-86	1991-92	1993-94	%91-93 Increase
Enrollment				
Under 300	19.0	27.2	30.2	11%
301-500	22.2	32.3	33.0	2%
501-750	23.0	34.2	35.1	3%
Over 751	25.0	36.0	39.4	9%
All Catholic High Schools	22.4	32.0	34.4	8%
All Public High Schools	32.6	39.8	43.8	8%

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Exhibit 11: State Teachers' (Lay) Salaries by Enrollment, 1985-86 to 1993-94

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Exhibit 13
Average Reported Median Lay Teachers Salary
(In Thousands of Dollars), 1985-86 to 1993-94

	1985-86	1991-92	1993-94	%91-93 Increase
Enrollment				
Under 300	14.1	20.0	23.1	15%
301-500	16.5	25.4	25.7	1%
501-750	17.4	26.8	28.4	6%
Over 751	19.2	28.5	30.5	7%
All Catholic High Schools	16.8	24.7	26.8	9%
All Public High Schools (U.S. Department of Education)	26.1	33.8	36.6	8%
Natl. Assoc. of Independent Schools	—	27.2	29.5	8%

Teacher Organizations

Twenty-three percent of the schools reported that at least some of their teachers "are represented during contract negotiations by some negotiating groups." This is essentially the same percentage reported in the last two surveys. The national average masks substantial regional variations. The relatively small sample of schools reporting teacher bargaining units tempers our capacity to generalize; regional distributions within the 1986 and 1994 samples are shown in Exhibit 14.

Exhibit 14
Percent of Schools with Bargaining Representation, 1985-86 to 1993-94

	1985-86	1993-94
Region		
New England	8	41
Mideast	50	46
Great Lakes	19	18
Plains	12	32
Southeast	4	0
West/Far West	6	8

As has been the case in previous years, the majority of Catholic high school teachers represented by a bargaining group are represented either by a diocesan or district group, or by another local group in affiliation with the National Association of Catholic School Teachers, rather than by a local union affiliated with the NEA or the AFT.

There is a strong relationship between representation and salary, and a particularly significant relationship between representation and the dollar value of the average benefit packages (cf. Exhibit 15).

Exhibit 15
Teacher Salary and Benefits in Schools with and without
Bargaining Representation (In Thousands of Dollars)

	With	Without
Average Starting Salary for Lay Teacher with B.A.	20.1	18.5
Average Maximum Salary for Lay Teacher	38.4	32.9
Median Lay Salary	29.9	25.7
Average Benefit Package	7.3	5.6

Pupil-Teacher Ratio

Sample schools had an average pupil-teacher ratio of 15, unchanged from the previous survey. In terms of the quality of education, lower pupil-teacher ratios are, of course, generally considered a positive development, but to the extent that they reflect declining school enrollments, the trend would be less encouraging. Given the strong evidence for increased enrollments, it seems likely that those schools reporting modest increases in pupil-teacher ratios are moving toward fuller utilization of existing capacity, while those reporting stable or lower ratios are adding staff to meet expanding curricular and enrollment needs.

Exhibit 16
Pupil-Teacher Ratio by Enrollment and Governance, 1985-86 to 1993-94

	1985-86	1991-92	1993-94	%Change 91-93
Enrollment				
Under 300	11.7	11.3	11.6	-3%
301-500	15.5	14.2	14.4	+1%
501-750	16.6	17.4	16.6	+5%
Over 751	19.2	18.8	17.3	-8%
Governance				
Diocesan	18.0	15.6	15.2	-3%
Parochial/Interparochial	17.5	13.5	14.3	+6%
Private	15.8	14.2	15.1	+6%

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STUDENTS

Selected Characteristics

The "average" Catholic high school has 550 students, an increase of five percent since the 1991-92 survey. These biennial reports of national enrollment trends reflect a mixed pattern in which some schools are experiencing enrollment growth while others experience contractions. The percent of students who are Catholic (81%) has been fairly stable (85% in 1992 and 88% in 1980). Since these reports are based on samples, more precise enrollment trends can be tracked through NCEA's annual publication of school census data (cf. Catholic Elementary and Secondary School 1993-94, Brigham, 1994). In this instance, the percentage calculated from census reports of non-Catholic enrollments in Catholic high schools is significantly smaller than the same as the non-Catholic enrollments reported in this study (16.6% vs. 19%).

Exhibit 17 examines percentage enrollment by racial/ethnic group over the previous four years. The most notable trend has been the relative stability of the percentages for all racial/ethnic groups through all four grade levels, supporting the findings of other research that Catholic high schools tend to retain and graduate a high percentage of their minority students. Here too, census data closely track the percentages reported in this study, confirming our conviction that the sample provides an accurate representation of the national distribution of students in Catholic high schools.

Exhibit 17
Per School Averages—Racial/Ethnic Composition by Grade Percentages,
1987-1988 to 1993-1994

	9th Grade			10th Grade			11th Grade			12th Grade			NCEA Census Data 94
	88	92	94	88	92	94	88	92	94	88	92	94	
Amer.													
Indian	*	*	1	*	*	1	*	*	1	*	*	1	0.6
Asian/ Pacific	3	3	4	3	4	4	3	4	5	3	4	4	4.3
Black	8	9	11	7	9	11	8	9	11	7	8	10	8.0
Hispanic	11	9	9	11	10	9	10	10	9	10	10	10	10.8
White	77	78	75	76	77	75	77	77	75	78	78	75	76.3

* = less than 0.5%, more than 0.0

The family income of the students attending Catholic high schools is an important measure of the schools' service to the community. Baseline data for 1983 published in the "National Portrait" refuted the contention that Catholic high schools primarily served students from relatively affluent families. Although the percentage of students from poor families (under \$15,000) remains lower than the national distribution, the children of the working poor are represented in numbers matching their distribution in the general population. The children of families of modest (\$25,000 to \$35,000) and moderate (\$35,000 to \$50,000) incomes are present in percentages that exceed the national distribution by significant margins. Like all previous studies, this survey reports underrepresentation of families with annual income exceeding \$50,000. The income distribution reflected in the table (Exhibit 18) suggests that the median income of a family sending a student to a Catholic high school is about \$38,000.

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Exhibit 18
Percentage Family Income Distribution in Catholic High Schools 1994
(by Principal's Report) and in the United States (1990 Census)

	Catholic High Schools (1994)	United States (1990)
Under \$15,000	7	17
\$15,001-\$25,000	14	16
\$25,001-\$35,000	24	18
\$35,001-\$50,000	27	20
Over \$50,001	27	30

Changes over the past 10 years reflect the continuing pressures of rising costs and increases in tuition. The percentage of students from families with incomes of \$25,000 or less has dropped from 36 percent in 1988 to 21 percent in the current survey. This is in part the result of inflation. A technical analysis based on constant dollars would substantially influence these distributions and increase the percentages of Catholic school students within the second category, the working poor. These data provide additional evidence to refute persistent and pernicious stereotypes of Catholic schools as a refuge for the wealthy. Clearly, many families who choose Catholic high schools for their children must strain to find money for tuition within limited budgets.

At the same time, the unadjusted figures show an under representation of affluent and upper-middle class families in Catholic schools. The minority of Catholic schools that draw 30 percent or more of their students from families with incomes of more than \$50,000 report substantially stronger development programs, (cf. Exhibit 9) and are better able to support extensive financial aid programs. A modest increase in the percentages of Catholic high school students drawn from families with incomes exceeding \$50,000 could strengthen the commitment and the capacity of these schools to serve all sectors of the community, including those whose spiritual journey was once compared to the contortions of a dromedary working its way through the eye of a needle. Ultimately, the critical ingredient in any discussion of accessibility is a school's capacity and willingness to provide financial aid, an important issue which is examined in some detail in the following section of this report. It is also important to note that 29 percent of the schools in this sample reported that they serve one or more students with disabilities. The average number of students served in a given school is six. In 1992 the largest number of students with disabilities served by one school was 24; two schools reported serving over 100 students in 1994. Although these schools may have a special commitment to serving students with disabilities and are undoubtedly exceptional, three other schools in the 1994 survey reported serving 25 or more students with disabilities. While Catholic schools have a long way to go including students with disabilities in their classrooms, many doors are opening wider.

Financial Aid

Given a broadly shared commitment to diversity and access and a continuing reliance on tuition income, adequately funded financial aid programs are increasingly important, not only to the Catholic high school's balance sheet, but to the implementation of its philosophy. When asked how many of their ninth-through 12th-grade students received some form of financial aid from the school, only eight of 293 schools said "none." Of the 97 percent providing financial aid to their students, that aid is received, on average, by 24 percent of the students; an increase over the 19 percent reported in 1992. Family financial need continues to be the primary criterion used by schools in determining whether to give aid (98% consider

it; 97% said it was "given the greatest weight"). Of those receiving financial aid, one student in five is given aid partly on the basis of ethnic origin or race. Athletic scholarships are quite rare (see Exhibit 19). Most schools (85%) offer some reduction in tuition for the children of their teachers and administrators.

Exhibit 19
Percentage of All Catholic High Schools Applying Various Criteria for Awarding Financial Aid, 1985-86 to 1993-94

	1985-86	1991-92	1993-94
Academic Record or Promise	52	62	60%
Athletic Record or Promise	2	6	4
Financial Need	94	98	98
Racial or Ethnic Origin	16	20	18
Vocational Intention	1	2	2

The average grant has increased for all but the smallest schools. The median amount of total financial aid provided by a school is \$96,400, a 40 percent increase from \$69,000 reported in 1991-92. The size of the average grant has risen from \$966 to \$1098, representing a 14 percent increase in the past two years. The average grant in 1993-94 covered 38 percent of the cost of average freshman tuition, in contrast to 34 percent in the last survey. On balance, there is substantial evidence here that the schools have made serious efforts to sustain their financial aid programs. In most cases, their efforts have kept pace with tuition increases. Catholic high schools throughout the United States provide more than \$150 million in financial aid to over 140,000 students. Given limited endowments and increasing financial demands, the dimensions of this effort on the part of Catholic high schools to educate the children of the poor and the working class are nothing short of heroic.

Exhibit 20
Dollar Value of Average Grant by Enrollment Size, 1985-86 to 1993-94

	1985-86	1991-92	1993-94	%91-93 Increase
Enrollment				
Under 300	772	851	1083	27%
301-500	614	976	977	*
501-750	549	1000	1192	19%
Over 751	437	1061	1136	7%

* indicates less than 1% change.

❖ ❖ ADMISSION STANDARDS ❖ ❖

The numbers of students applying for admission and being informed of acceptance in Catholic secondary schools vary widely. A relatively small number of schools report highly selective admissions standards as well as exceptionally large applicant pools. Since extremes tend to inflate means, the use of medians (the value above and below which 50% of the values lie) provides a more realistic description of the applicant pool and admission standards of most Catholic high schools. The shift from means to medians was first made in the 1987-88 report. Exhibit 21 presents a review of recent trends in Catholic high school admissions. In 1991 the median number of students applying to a given Catholic high school was 174, of which 149 (86%) were accepted and 123 registered for admission. In 1993, the number of applicants accepted and enrolled increased substantially, and the number applying increased by an extraordinary 48 percent. While applicant pools are determined by a number of factors, an increase in the order of 48% suggests that increasingly sophisticated marketing and recruiting efforts are making a significant impact on enrollments in Catholic high schools.

Exhibit 21
Catholic High School Applications, Acceptances and Admissions,
1987-88 to 1993-94

	1987-88	1991-92	1993-94
Number of applicants	160	174	257
Number and percent of applicants accepted for admission	150 (94%)	149 (86%)	217 (84%)
Number and percent of accepted applicants enrolled	127 (85%)	123 (71%)	164 (64%)

The four most important criteria for admission continue to be successful completion of the previous school year, completion of one or more standardized achievement or aptitude tests, recommendation of the elementary school principal, and a strong academic record (see Exhibit 22).

Exhibit 22
Percent of High Schools "Always" or "Usually" Applying Various
Admission Criteria, 1985-86 to 1993-94

	85-86	91-92	93-94
Ability to pay full tuition without aid	26	22	18
Completion of one or more standardized achievement or aptitude tests	82	81	84
Completion of written admissions test developed by your school	—	25	23
Personal interview with parent or guardian	43	42	44
Recommendation of elementary school principal	73	66	72
Recommendation of student's pastor	17	18	15
Strong record	65	66	78
Successful completion of previous year of school	94	97	97

Asked what percent of their students graduate, over one-fourth of the schools report 95 percent or more, and more than half 90 percent or more, suggesting additional confirmation of research reporting exceptionally low dropout rates for Catholic high schools. When combined with the data on admissions, as well as research based on longitudinal studies of academic achievement and post-secondary success, the evidence for Catholic high school effectiveness with a broad range of students would seem rather persuasive.

❖ ❖ FACILITIES ❖ ❖

The "average" year in which our sample of Catholic schools was established is 1927, although the median is 1947. Not surprisingly, the average is strongly influenced by a small number of very old schools. The median is a better measure of typical school age, but no comfort for those contemplating future costs of maintenance and upgrading.

Current market values of buildings and grounds also vary widely, with a mean of \$8.1 million and a median of \$6 million. While these estimates may lack the precision of professional appraisals, a ballpark estimate of the aggregate value of the real assets of all Catholic high schools throughout the country exceeds \$7 billion. Among the statistics on school facilities, both the median and means values of buildings and facilities show significant changes (increases) from the previous survey, suggesting Catholic schools are either adding new facilities or experiencing uncommon appreciation of their real assets. Given the national trends in real estate values, the former seems the more likely interpretation.

While the average school enrolls 550 students (down from 622 in 1987-88), it reports a capacity for 713 students. Overcrowding is not yet a concern for most schools; enrollment as a percent of capacity is at 77 percent. Earlier reports put enrollment between 74 percent and 80 percent over the past ten years. This percentage of course should increase if current student recruitment, enrollment and retention rates are sustained over the next several years.

❖ ❖ PARENTAL INVOLVEMENT ❖ ❖

Ninety-two percent of the schools say that they "make use of volunteer work by parents and family members." A typical school in the sample reports (a median of) 150 parents were involved in volunteer work, donating a total of 2200 work hours during the 1993-94 school year, or approximately 15 hours per person. These figures represent no substantial change in the number of involved parents, but an increase of 10% in the aggregate work hours contributed by parent volunteers. This reverses a downward trend noted in the 1992 report. In spite of the fact that many Catholic school parents are pressed to meet the costs of tuition out of limited family incomes, they continue to demonstrate commitment and generosity through voluntary contributions of time and talent. There is more to the story of the Catholic school as a functional community than research reports and recruiting videos.

❖ ❖ FINANCES ❖ ❖

Estimated National Operating Revenues

In analyzing the finances of the United States Catholic secondary educational community, estimates have been generated for both national operating revenues and national operating expenses by multiplying the means obtained from schools who responded to this survey by 1,231, the total number of schools reported in United States Catholic Elementary and Secondary Schools, 1993-94.

The 1992 finance report noted that operating revenues nationally were \$2.6 billion. In the two years since that report, operating revenues have increased 15 percent to \$3.0 billion in spite of the decrease in numbers of schools from 1269 in 1991 to 1231 in 1993. As with previous reports, tuition and fees remain the principal source of income. Contributed services have decreased slightly in the past two years, reflecting a movement toward improved compensation for religious, which was balanced partially by the decline in the number of religious teaching in schools. The contributed services of religious remain an important source of income for many schools, and a national gift to Catholic education with a dollar value in excess of \$80 million.

Operation Revenues per School

The "average" high school generated \$2.5 million dollars in operating revenue in 1993-94, an increase of 19 percent from the \$2.1 million reported in the 1991-92 school year. The percent of that revenue generated by tuition and fees increased from 73 percent to 75 percent. Fundraising income has increased by an extraordinary 30 percent from an average of \$174,400 in 1992 to \$226,600 in 1994, a reflection of the schools' increasingly successful development programs. Over the past six years, increases in the percentages of total income drawn from tuition and fundraising have balanced decreases in the percentages drawn from contributed services and all other income. (See Exhibit 23).

Exhibit 23
Average School Income and Percentage by Source and Estimated National Income (in Thousands of Dollars), 1987-88 to 1993-94

	Average per School Income & Percentages			Estimated 93-94 National Income for All Schools
	87-88	91-92	93-94	
Tuition & fees	1,219.1 (71%)	1,489.2 (73%)	1,859.8 (75%)	2,289,413.8
Contributed services	77.4 (5%)	68.7 (3%)	65.2 (3%)	80,261.2
Subsidies	133.0 (8%)	150.3 (7%)	158.7 (6%)	195,359.7
Fundraising	126.0 (7%)	174.4 (9%)	226.6 (9%)	278,944.6
All other income	167.7 (10%)	162.5 (8%)	161.0 (7%)	198,191.0
Total Operating Income	1,723.2	2,045.1	2,471.3	3,042,170.3

Estimated National Expenses

Operating expenses have increased substantially since the 1992 report. The \$3 billion in educational expenses shown in Exhibit 24 provides one quantifiable measure of the contributions that Catholic high schools and their supporters make to the nation.

Operating Expenses per School

Average per school income has increased at the same rate as average per school expenses, leading to an average operating surplus of \$39,500, a bit more than one percent of the operating budget. In effect the data suggest that Catholic high schools operate on budgets that are only just balanced, with limited margin for unanticipated expenses, debt reduction or deferred maintenance.

Exhibit 24
Average School Operating Expenses and Percentage by Category and Estimated National Operating Expenses (in Thousands of Dollars), 1987-88 to 1993-94

	Average Per School Operating Expenses & Percentages			Estimated National Operating Expenses
	87-88	91-92	93-94	93-94
Salaries (lay)	791.9 (47%)	934.2 (46%)	1,135.2 (47%)	1,297,431.2
Salaries (religious)	112.6 (7%)	111.5 (5%)	130.9 (5%)	161,137.9
Contributed services	55.4 (3%)	49.9 (2%)	46.0 (2%)	56,626.0
Other salaries	135.3 (8%)	158.2 (8%)	184.2 (8%)	226,750.2
All fringe benefits	177.4 (10%)	242.9 (12%)	300.7 (12%)	370,161.7
Other operating expenses	429.6 (25%)	552.9 (27%)	634.8 (26%)	781,438.8
Total operating expenses	1,702.2	2,048.8	2,431.8	2,993,545.8

Operating Revenues by Governance

The median total income for private high schools was 41 percent higher than that of parochial/interparochial schools, and 54 percent higher than that of diocesan schools. Looking at particular income categories, private school median tuition and fees income was 79 percent greater than that of parochial/interparochial schools, and 89 percent greater than that of diocesan schools (Exhibit 25). These numbers reflect differences in average enrollment as well as differences in tuition rates. The private school median income from fundraising was also substantially greater than the amounts raised by diocesan and parish schools. The median subsidies for parish schools and diocesan schools are comparable, and represent about 8 percent of total income. Private schools report virtually no subsidies, but show substantial income from contributed services.

Exhibit 25
Median Income by Source, by Governance (In Thousands of Dollars)

Source of Income	Diocesan	Parochial	Private
Tuition and fees	1,122.9	1,190.8	2,126.2
Contributed services	0.0	0.0	35.8
Subsidies	160.0	157.8	1.0
Fundraising	136.6	80.1	180.5
All other income	101.0	49.5	146.9
* Total Operating Income	1,715.7	1,879.1	2,644.5

* Totals reported are medians drawn from responses to questionnaire items H.16 and H.25, and are not calculated by summing the medians reported for component categories.

Operating Expenses by Governance

Not surprisingly, median private school expenses are higher in all categories than those of diocesan schools, which are in turn higher than those of parochial/interparochial schools (Exhibit 26).

Exhibit 26
Median Operating Expenses by Governance (In Thousands of Dollars)

	Diocesan	Parochial	Private
Expense category:			
Salaries & benefits	1,264.6	1,206.8	1,905.1
Other expenses	438.9	320.2	706.1
* Total Operating Expenses	1,648.6	1,834.9	2,609.8

* Totals reported are medians drawn from responses to questionnaire items H.16 and H.25, and are not calculated by summing the medians reported for component categories.

Tuition and per-Pupil Expenditures

Across all schools surveyed, as displayed in Exhibit 27, median tuition represented 75 percent of median per pupil costs (\$4,120), up from 73 percent in 1992. However, the percentage varies across school categories. Within the four sub-groupings of schools by governance, gender, region, and enrollment, tuition in private schools, single-gender schools, schools in New England and schools with more than 500 students provide the highest percentages of per pupil costs. The per pupil costs in all public schools (K-12) is

estimated at \$5,630 or 37 percent more than the per pupil costs of Catholic high schools. Since the public school average includes a majority of elementary schools, whose costs are typically lower than secondary schools', the real difference between Catholic and public secondary school per-pupil cost is certainly far greater than 37 percent. In any case, a conservative estimate of the dollar value of Catholic secondary education to the nation in 1989-90 would exceed \$4 billion.

Exhibit 27
Median Tuition Costs and Per-Pupil Expenditures & Tuition as
% of Per-Pupil Expenditure, 1993-94

	9th Grade Tuition	Per-Pupil Expenditures	Tuition as % Total of Expenditures
All Catholic High Schools	\$ 3,100	\$ 4,120	75%
All public schools K-12 (U.S. Dept. of Education)	NA	5,630	NA
Region			
New England	3,450	4,394	79
Mideast	3,340	4,438	75
Great Lakes	2,795	3,812	73
Plains	2,190	4,076	54
Southeast	3,060	4,027	76
West/Far West	3,500	4,297	81
Governance			
Diocesan	2,750	3,772	73
Parochial/Interparochial	2,700	3,741	72
Private	3,850	4,897	79
Enrollment			
Under 300	2,500	4,147	60
301-500	3,232	4,083	79
501-750	3,380	4,148	81
Over 751	3,288	4,051	81
Gender Composition			
All Male	3,750	4,631	81
All Female	3,500	4,674	75
Coeducational	2,812	3,892	72

In the last two years, average (mean) tuition has increased by 18 percent, from \$2,817 in 1991 to \$3,316 in 1993. The average Catholic high school freshman-year tuition has increased over \$1,600 (98%) since 1985-86 (Exhibit 28).

Exhibit 28
Average Tuition by Grade 1985-86 to 1993-94

	1985-86	1991-92	1993-94
Grade 9	1,675	2,817	3,316
Grade 10	1,681	2,818	3,317
Grade 11	1,684	2,818	3,317
Grade 12	1,691	2,820	3,320

❖ ❖ DEVELOPMENT ❖ ❖

The 1994 survey is the third in this series in which schools were asked to report some detailed information about their development programs. Of all Catholic high schools in the sample, 89 percent report that they have established a development office. Within the subgroups, development office are found in 96 percent of private high schools and 91 and 86 percent of diocesan and parochial schools, respectively. Development activity is a fairly recent phenomenon. The average office was established in 1986. Private high schools, on average, established their development office in 1984. Ninety-three percent of these offices are staffed by salaried directors. Private schools show modest headstarts over parish/interparish (1987) and diocesan schools (1988) in establishing a development program and in providing a salaried director (96% v. 91% and 86% in diocesan and parish schools respectively). While most schools seem to be working on multi-faceted development programs, there are significant variations in the income generated by the development efforts of Catholic high schools. Private Catholic high schools generate substantially greater returns from all sources, and their advantage in alumni gifts is quite significant. Diocesan schools place the greatest emphasis on generating income through special events.

Exhibit 29
Average Income from Development Resources by Governance
(in Thousands of Dollars)

	Alumni Contributions	Parents Contributions	Other Contributors to Annual Funds	Special Events
All Catholic HS	51.3	26.9	57.1	91.4
Diocesan	32.2	16.6	31.8	107.7
Parochial/Interparochial	26.2	12.4	34.1	45.2
Private	80.6	43.0	93.0	84.3

This is the second survey in which questions were asked concerning the salary of the full-time development director. The average compensation for development directors across all schools was \$33,500, an increase of 8 percent over the \$31,100 reported for 1992. Exhibit 30 shows the figures by school size and governance type.

Exhibit 30
Average Development Director Salary by Governance and Size
(In Thousands of Dollars), 1991-1992 & 1993-94

	1991-92	1993-94
Governance		
All Catholic High Schools	31.1	33.5
Diocesan	28.5	31.1
Parochial/Interparochial	25.4	31.1
Private	34.3	36.4
Enrollment		
Under 300	24.0	25.8
301-500	33.0	33.6
501-750	32.8	34.9
751 and up	34.2	39.1

There is general agreement among development specialists about the areas of responsibility that are appropriately assigned to a professional development director. Although many development specialists would limit the extent to which the director might assume responsibility for special events and student recruitment, the typical director in a Catholic high school may be asked to provide support in these areas, in addition to working on annual and capital campaigns. Exhibit 31 describes the range and frequency of the development director's responsibilities.

Exhibit 31
Is the Development Director responsible for

	Yes	No
student recruitment?	34%	66%
public relations?	76%	24%
alumni/ae association?	86%	15%
annual appeal?	97%	3%
capital campaign?	78%	22%
special event fund raising?	85%	15%

❖❖ GOVERNANCE AND EXTERNAL RELATIONS ❖❖

School Boards

In this report, as in the National Portrait, the term "school board" was defined in its broadest sense, to include both advisory groups as well as policy-making bodies and legally responsible boards of trustees. Eighty-three percent of the high schools surveyed reported that they had a school board, a small decrease from the 88 percent in 1991, but significantly higher than the 67 percent in 1987. The average size of the school board (16) has increased slightly (15.1 members in 1991). Parochial/inter-parochial schools were the "least" likely to have boards (63%), while 72 percent of diocesan and 92 percent of private high schools use boards. Average size of school boards and percent lay involvement, by governance and enrollment size, are shown in Exhibit 32. The percent lay membership is lowest, just over 69 percent, for private schools. It seems reasonable to infer that many sponsoring religious communities have retained a significant role on the boards of their schools.

Exhibit 32
Average Size of School Boards and Percent of School Board Members Who are Laypersons by Governance and Enrollment

	No. of Members	Percent Lay
Governance		
Diocesan	15	76%
Parochial/Interparochial	14	74%
Private	18	69%
Enrollment		
Under 300	15	77%
301-500	16	69%
501-750	16	81%
Over 750	18	65%

The functions and duties of school boards vary somewhat by governance, as reflected in Exhibit 33. Parochial/interparochial boards have the strongest influence on the daily operations of their schools, and on hiring and evaluating their principals; private school boards have the strongest influences on budgets and are most likely to expect their lay members to donate money to the school.

Exhibit 33
Percent of Schools Reporting School Board Functions by Governance

	Influence Daily Operations	Decide Operating Budget	Lay Members Hire/Evaluate Principal	Expected to Donate
All Catholic High Schools	75	82	40	50
Diocesan	77	72	31	35
Parochial/Interparochial	86	83	48	31
Private	70	93	47	73

It is also of interest to note that 66 percent of the schools surveyed said that they provided "yearly financial reports to parents and other constituencies." This is most likely to occur with diocesan schools (72%) and least likely to occur with private schools (62%) and parochial/inter-parochial schools (63%).

Federal and State Program Participation

The schools participating in the survey reported no significant changes in their involvement with Chapter 1 programs for the economically disadvantaged. It is important to note that this survey was completed before the reauthorization of the Elementary and Secondary Education legislation, now called the Improve America's Schools Act. Revised regulations are being prepared to implement the new legislation, but some in the 104th Congress are calling for substantial revision of the federal role. Whatever the outcome of the debate, this report of past activity offers limited help in charting the future.

No significant changes in Catholic high school participation rates in state-funded programs are reported in the current survey. After a substantial increase in drug education programs in the late 1980s, there is little indication of change in the level of state support for services provided for students in Catholic schools. There are important new initiatives in state supported school choice, which we will include in future reports.

Exhibit 34
Percent of Schools Reporting Participation in Federally Assisted or
Financed Programs, 1985-86 to 1993-94

	1985-86	1991-92	1993-94
Education Consolidation Improvement Act			
Chapter 1 (Education of Children of economically disadvantaged)	13	21	21
Chapter 2 (Consolidation of federal programs for elementary & secondary education)	73	78	77
Upward Bound	9	5	7
Vocational Act of 1963:			
Vocational Education Basic Programs	9	5	5
Cooperative Vocational Education Program	12	6	10
Consumer & Homemaking Education	5	4	7

Exhibit 35
Percent of Schools Reporting Participation in State Assisted or
Financed Programs, 1985-86 to 1993-94

	1985-86	1991-92	1993-94
Bus transportation	47%	40%	39%
Drug education	9	54	50
Education for the handicapped	10	13	13
Education of students from low-income families	5	3	4
Guidance & counseling	19	20	24
Health services	33	37	36
Library or A/V resources	67	55	54
Textbooks	44	50	53

❖ ❖ APPENDICES ❖ ❖

◆ ◆ APPENDIX A ◆ ◆

Introduction

The "average school" is a statistical model derived largely from the means of various measures obtained in the sample. It is not a "real" school, but one which readers may find useful as a yardstick against which to measure their own experiences and situations. The model of the average Catholic high school is followed by a set of statistical models for each of the seven "typical" schools. When studying these models, the reader should remember that there are many interrelated variables that determine the fiscal dimensions of each school's operation, e.g., location, staff size, tuition rates, age and condition of facilities, composition and resources of the community served by the school. Some of these variables are especially elastic; others can harden into constraints, depending on the prevailing climate.

Average Catholic High School

The average Catholic high school is coeducational. It has enrollment of 550 students, which is 77 percent of the school's capacity. It is led by a lay principal. The majority of its students are in a college preparatory program, and its pupil-teacher ratio is 15 to 1. Of its 9th grade class of 146, it is estimated that 94 percent will remain in school and graduate in four years.

Ninety-three of the school's students are non-Catholic. Twenty-one percent of the students come from families with annual incomes of less than \$25,000 per year, and the principal estimates that perhaps five percent of the students come from families that receive Aid to Families with Dependent Children. Across all four years, 24 percent of the students receive some form of financial aid, averaging about \$1,098 per student.

The school has a full-time faculty of 34, of whom three are religious and 31 are lay persons. Six of the teachers are not Catholic; 22 have 10 or fewer years' experience. The median salary for lay teachers is \$26,820, and they have a benefit package valued at \$6,044. The school also has five part-time teachers.

The school's income is \$2,469,900 and its expenses are \$2,430,200. The investment in each student is \$4,541, of which \$3,316 is covered by tuition and fees.

The school has a board of 16 members, 12 of whom are lay persons. The board approves the annual budget and prepares an annual financial report, which is available to parents and others in the school community.

Average High School Model

The Diocesan High School (n = 142)

In 1993-94 there were 428 diocesan high schools in the United States. Among the three governance types, the average diocesan high school was most likely to be coeducational and reported the lowest tuition.

Enrollment		
Total	510	
Catholic	420	
Non-Catholic	90	
Gender Composition:	Coeducational	(85%)
Principal:	Lay	(56%)
Faculty (Full-Time)		
Total	32	
Catholic lay	24	
Religious	3	
Non-Catholic	5	
Pupil-teacher ratio	15.2	
Lay Salary and Benefits		
Beginning salary (B.A.)	\$18,300	
Highest salary (M.A.)	33,700	
Median salary	25,800	
Benefit package	6,200	
Finances		
Total income	\$2,104,100	
Tuition and fees	1,525,700	
Total expenses	2,107,600	
Difference	-3,500	
Average ninth grade tuition	2,736	
Average grant-financial aid	853	
Per-pupil expenditure	3,933	
School Board		
Average number of members	15	
Average number of lay members	12	

Average High School Model

The Parochial/Interparochial High School (n = 36)

In 1993-94 there were 300 parish and interparochial high schools. Among the three governance types, the average parochial or interparochial high school had the smallest enrollment, the highest percentage of non-tuition income, the most generous financial aid grant, and the largest operating budget.

Enrollment		
Total	420	
Catholic	350	
Non-Catholic	70	
Gender Composition:	Coeducational	(81%)
Principal:	Lay	(64%)
Faculty (Full-Time)		
Total	31	
Catholic lay	23	
Religious	2	
Non-Catholic	6	
Pupil-teacher ratio	14.3	
Lay Salary and Benefits		
Beginning salary (B.A.)	\$18,500	
Highest salary (M.A.)	31,300	
Median salary	25,100	
Benefit package	5,600	
Finances		
Total income	\$1,872,500	
Tuition and fees	1,369,600	
Total expenses	1,963,100	
Difference	-90,600	
Average ninth grade tuition	2,805	
Average grant-financial aid	1,040	
Per-pupil expenditure	3,786	
School Board		
Average number of members	14	
Average number of lay members	11	

Average High School Model

The Private High School (n = 114)

In 1993-94 there were 503 private high schools. Among the three governance, the average private high school had the largest enrollment; the highest tuition, per pupil expenditure and financial aid; the highest faculty salaries; and the largest operating budget.

Enrollment		
Total	585	
Catholic	490	
Non-Catholic	95	
Gender Composition:	Single-Sex	(66%)
All-female (42%)		
All-male (24%)		
Principal:	Religious	(62%)
Faculty (Full-Time)		
Total	37	
Catholic lay	27	
Religious	4	
Non-Catholic	6	
Pupil-teacher ratio	15.1	
Lay Salary and Benefits		
Beginning salary (B.A.)	\$20,000	
Highest salary (M.A.)	36,600	
Median salary	28,600	
Benefit package	6,000	
Finances		
Total income	\$3,059,200	
Tuition and fees	2,383,400	
Total expenses	2,943,100	
Difference	116,100	
Average ninth grade tuition	4,185	
Average grant-financial aid	1,390	
Per-pupil expenditure	5,443	
School Board		
Average number of members	18	
Average number of lay members	13	

Average High School Model Less than 300 Students (n = 77)

Enrollment		
Total	198	
Catholic	155	
Non-Catholic	43	
Gender Composition:	Coeducational	(75%)
Principal:	Lay	(52%)
Faculty (Full-Time)		
Total	16	
Catholic lay	10	
Religious	2	
Non-Catholic	4	
Pupil-teacher ratio	11.3	
Lay Salary and Benefits		
Beginning salary (B.A.)	\$17,400	
Highest salary (M.A.)	30,200	
Median salary	23,100	
Benefit package	5,200	
Finances		
Total income	\$1,046,400	
Tuition and fees	619,600	
Total expenses	1,027,900	
Difference	18,500	
Average ninth grade tuition	3,194	
Average grant-financial aid	1,083	
Per-pupil expenditure	5,207	
School Board		
Average number of members	15	
Average number of lay members	12	

Average High School Model Between 301 and 500 Students (n = 69)

Enrollment		
Total	369	
Catholic	296	
Non-Catholic	73	
Gender Composition:	Coeducational	(67%)
Principal:	Lay	(54%)
Faculty (Full-Time)		
Total	26	
Catholic lay	18	
Religious	3	
Non-Catholic	5	
Pupil-teacher ratio	14.4	
Lay Salary and Benefits		
Beginning salary (B.A.)	\$18,400	
Highest salary (M.A.)	33,000	
Median salary	25,700	
Benefit package	5,800	
Finances		
Total income	\$1,755,400	
Tuition and fees	1,268,900	
Total expenses	1,715,700	
Difference	39,700	
Average ninth grade tuition	3,454	
Average grant-financial aid	980	
Per-pupil expenditure	4,395	
School Board		
Average number of members	16	
Average number of lay members	11	

Average High School Model Between 501 and 750 Students (n = 70)

Enrollment		
Total	590	
Catholic	485	
Non-Catholic	105	
Gender Composition:	Coeducational	(59%)
Principal:	Religious	(54%)
Faculty (Full-Time)		
Total	36	
Catholic lay	26	
Religious	3	
Non-Catholic	7	
Pupil-teacher ratio	17.4	
Lay Salary and Benefits		
Beginning salary (B.A.)	\$19,200	
Highest salary (M.A.)	35,100	
Median salary	28,400	
Benefit package	6,400	
Finances		
Total income	\$2,719,800	
Tuition and fees	2,110,000	
Total expenses	2,591,700	
Difference	128,100	
Average ninth grade tuition	3,341	
Average grant-financial aid	1,192	
Per-pupil expenditure	4,265	
School Board		
Average number of members	16	
Average number of lay members	13	

Average High School Model More than 751 Students (n = 67)

Enrollment		
Total	1046	
Catholic	884	
Non-Catholic	162	
Gender Composition:	Coeducational	(55%)
Principal:	Religious	(54%)
Faculty (Full-Time)		
Total	58	
Catholic lay	45	
Religious	6	
Non-Catholic	7	
Pupil-teacher ratio	17.3	
Lay Salary and Benefits		
Beginning salary (B.A.)	\$20,800	
Highest salary (M.A.)	39,400	
Median salary	30,500	
Benefit package	6,700	
Finances		
Total income	\$4,556,700	
Tuition and fees	3,601,400	
Total expenses	4,397,200	
Difference	159,500	
Average ninth grade tuition	3,398	
Average grant-financial aid	1,136	
Per-pupil expenditure	4,233	
School Board		
Average number of members	18	
Average number of lay members	12	

◆ ◆ APPENDIX B ◆ ◆

Summary Tables by Governance, Region, and Enrollment

Table B1
Total Tuition and Fees Income (Dollar Medians in Thousands of Dollars)

	Diocesan		Parochial/ Interparochial		Private	
New England						
500 and under	1,008	(3)	ns		**	
Over 500	2,258	(5)	ns		3,267	(7)
Mideast						
500 and under	866	(14)	1,395	(3)	1,021	(17)
Over 500	2,750	(12)	2,343	(4)	3,672	(19)
Great Lakes						
500 and under	846	(17)	348	(4)	1,387	(7)
Over 500	1,924	(14)	2,084	(3)	2,926	(13)
Plains						
500 and under	548	(12)	**		**	
Over 500	1,346	(3)	**		3,002	(5)
Southeast						
500 and under	1,124	(6)	**		**	
Over 500	3,541	(3)	**		2,373	(4)
West/Far West						
500 and under	732	(15)	**		1,464	(11)
Over 500	3,379	(10)	**		3,363	(8)

** = fewer than 3 schools in this category

ns = no schools in this category

(n) = number of schools in this category

Table B2
Tuition and Fees as Percent of Operating Funds (Median Percent)

	Diocesan	Parochial/ Interparochial	Private
New England			
500 and under	70 (3)	ns	**
Over 500	80 (6)	ns	84 (7)
Mideast			
500 and under	59 (13)	79 (3)	66 (17)
Over 500	82 (13)	90 (4)	80 (19)
Great Lakes			
500 and under	61 (14)	45 (4)	65 (7)
Over 500	67 (6)	69 (3)	79 (13)
Plains			
500 and under	45 (11)	**	**
Over 500	56	**	73 (5)
Southeast			
500 and under	82 (5)	**	**
Over 500	81 (13)	**	73 (4)
West/Far West			
500 and under	64 (9)	**	77 (11)
Over 500	81 (12)	**	86 (8)

** = fewer than 3 schools in this category

ns = no schools in this category

(n) = number of schools in this category

Table B3
Total Non-tuition Income (Dollar Medians in Thousands of Dollars)

	Diocesan	Parochial/ Interparochial	Private
New England			
500 and under	420 (3)	ns	**
Over 500	607 (5)	ns	643 (7)
Mideast			
500 and under	547 (14)	269 (3)	445 (17)
Over 500	609 (12)	270 (4)	898 (19)
Great Lakes			
500 and under	545 (17)	441 (4)	623 (7)
Over 500	846 (14)	938 (3)	877 (13)
Plains			
500 and under	561 (12)	**	**
Over 500	890 (3)	**	1,245 (5)
Southeast			
500 and under	238 (6)	**	**
Over 500	720 (3)	**	931 (6)
West/Far West			
500 and under	391 (15)	**	387 (11)
Over 500	681 (10)	ns	565 (8)

** = fewer than 3 schools in this category

ns = no schools in this category

(n) = number of schools in this category

Table B4
Fundraising as a Percent of Operating Income (Median Percent)

	Diocesan	Parochial/ Interparochial	Private
New England			
500 and under	14 (3)	ns	**
Over 500	6 (5)	ns	4 (7)
Midwest			
500 and under	7 (14)	12 (3)	10 (17)
Over 500	7 (12)	2 (4)	8 (19)
Great Lakes			
500 and under	14 (17)	21 (4)	17 (7)
Over 500	14 (12)	7 (3)	12 (13)
Plains			
500 and under	14 (12)	**	**
Over 500	5 (3)	**	10 (5)
Southeast			
500 and under	5 (6)	**	**
Over 500	7 (3)	**	12 (4)
West/Far West			
500 and under	9 (15)	**	10 (11)
Over 500	8 (10)	**	8 (8)

** = fewer than 3 schools in this category

ns = no schools in this category

(n) = number of schools in this category

Table B5
Per Pupil Expenditures (Dollar Median)

	Diocesan		Parochial/ Interparochial		Private	
New England						
500 and under	4,579	(3)	ns		**	
Over 500	3,760	(5)	ns		5,619	(6)
Midwest						
500 and under	3,904	(13)	4,952	(3)	6,109	(19)
Over 500	3,770	(12)	3,226	(5)	5,032	(20)
Great Lakes						
500 and under	4,273	(16)	3,650	(4)	6,779	(7)
Over 500	3,371	(14)	4,531	(3)	4,136	(14)
Plains						
500 and under	4,117	(13)	**		**	
Over 500	3,536	(4)	4,400	(3)	4,674	(4)
Southeast						
500 and under	3,846	(6)	**		**	
Over 500	4,610	(4)	**		3,600	(4)
West/Far West						
500 and under	3,509	(12)	**		6,226	(10)
Over 500	4,516	(10)	**		4,819	(8)

** = fewer than 3 schools in this category

ns = no schools in this category

(n) = number of schools in this category

Table B6
Total Salaries and Benefits (Dollar Median in Thousands of Dollars)

	Diocesan		Parochial/ Interparochial		Private	
New England						
500 and under	1,078	(3)	ns		**	
Over 500	2,212	(5)	ns		2,796	(6)
Midwest						
500 and under	956	(13)	1,330	(3)	1,142	(19)
Over 500	2,564	(12)	1,926	(5)	3,279	(20)
Great Lakes						
500 and under	954	(16)	686	(4)	1,327	(7)
Over 500	2,097	(14)	2,265	(3)	2,615	(14)
Plains						
500 and under	767	(13)	**		**	
Over 500	2,659	(4)	2,737	(3)	2,797	(4)
Southeast						
500 and under	891	(6)	**		**	
Over 500	**		**		2,215	(4)
West/Far West						
500 and under	749	(12)	**		1,285	(10)
Over 500	2,747	(10)	**		2,625	(8)

** = fewer than 3 schools in this category

ns = no schools in this category

(n) = number of schools in this category

Table B7
Total Other Operating Expenses (Dollar Median in Thousands of Dollars)

	Diocesan	Parochial/ Interparochial	Private
New England			
500 and under	302 (3)	ns	**
Over 500	578 (5)	ns 1300	(6)
Mideast			
500 and under	409 (13)	293 (3)	414 (19)
Over 500	764 (12)	223 (5)	995 (20)
Great Lakes			
500 and under	351 (16)	183 (4)	625 (7)
Over 500	581 (14)	748 (3)	1,079 (14)
Plains			
500 and under	238 (13)	**	**
Over 500	730 (4)	948 (3)	952 (4)
Southeast			
500 and under	271 (6)	**	**
Over 500	2,851 (4)	**	1,026 (4)
West/Far West			
500 and under	300 (12)	**	498 (10)
Over 500	1,196 (10)	**	1,011 (8)

** = fewer than 3 schools in this category

ns = no schools in this category

(n) = number of schools in this category

❖ ❖ APPENDIX C ❖ ❖

Catholic High Schools Reflected in this Report

New England

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Fairfield Preparatory School	Fairfield, CT
Notre Dame Catholic High School	Fairfield, CT
Archbishop Williams High School	Braintree, MA
St. John's Preparatory School	Danvers, MA
St. Bernard's High School	Fitchburg, MA
Holyoke Catholic High School	Holyoke, MA
Sacred Heart High School	Kingston, MA
Central Catholic High School	Lawrence, MA
Lowell Catholic High School	Lowell, MA
Malden Catholic High School	Malden, MA
Newton Country Day School	Newton, MA
St. Clare High School	Roslindale, MA
Cathedral High School	Springfield, MA
Coyle & Cassidy High School	Taunton, MA
Catholic Memorial High School	West Roxbury, MA
Xaverian Brothers High School	Westwood, MA
Holy Name Central Catholic High School	Worcester, MA
St. Thomas Aquinas High School	Dover, NH
Portsmouth Abbey School	Portsmouth, RI
St. Mary Academy-Bay View Jr. Sr. HS	Riverside, RI
Prout School	Wakefield, RI
Mount St. Charles Academy	Woonsocket, RI
Mount St. Joseph Academy	Rutland, VT

Mideast

Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania

Georgetown Visitation Preparatory School	Washington, DC
St. Anselm's Abbey School	Washington, DC
Archmere Academy	Claymont, DE
Padua Academy	Wilmington, DE
John Carroll High School	Bel Air, MD
Maryvale Preparatory School	Brooklandville, MD
Archbishop Curley High School	Baltimore, MD
Mount St. Joseph College HS	Baltimore, MD
Bishop McNamara High School	Forestville, MD
De Matha Catholic High School	Hyattsville, MD
St. Mary Ryken High School	Leonardtown, MD
Connelly School of the Holy Child	Rockville, MD

Notre Dame Preparatory School
 Holy Family Academy
 St. Rose High School
 St. Patrick High School
 St. Joseph School
 Hudson Catholic High School
 Christian Brothers Academy
 Our Lady of Mercy Academy
 Bergen Catholic School
 Paterson Catholic High School
 Mount St. Mary Academy
 Holy Cross High School
 Immaculata High School
 St. Mary Regional High School
 McCorristine High School
 Notre Dame High School
 Holy Rosary Secondary Academy
 Seton Hall Prep School
 De Paul Diocesan High School
 Immaculate Heart Academy
 Albertus Magnus High School
 Aquinas High School
 Cardinal Spellman High School
 Msgr. Scanlan High School
 St. Pius V High School
 Bishop Kearney High School
 Bishop Loughlin High School
 Nazareth Regional High School
 St. Joseph High School
 Canisius High School
 St. Joseph Collegiate Institute
 Turner-Carroll High School
 Villa Maria Academy
 St. Francis Prep School
 Maria Regina High School
 Sacred Heart Academy
 John A. Coleman High School
 Archbishop Molloy High School
 Blessed Sacrament-St. Gabriel
 Iona Preparatory School
 Loyola School
 Rice High School
 Old Westbury School/Holy Child
 Archbishop Walsh High School
 Seton Catholic Central High School
 McQuaid Jesuit High School
 Our Lady of Mercy High School
 Notre Dame-Bishop Gibbons Jr./Sr. HS
 La Salle Institute School

Towson, MD
 Bayonne, NJ
 Belmar, NJ
 Elizabeth, NJ
 Hammonton, NJ
 Jersey City, NJ
 Lincroft, NJ
 Newfield, NJ
 Oradell, NJ
 Paterson, NJ
 Plainfield-Watchung, NJ
 Riverside, NJ
 Somerville, NJ
 South Amboy, NJ
 Trenton, NJ
 Trenton, NJ
 Union City, NJ
 West Orange, NJ
 Wayne, NJ
 Westwood, NJ
 Bardonia, NY
 Bronx, NY
 Bronx, NY
 Bronx, NY
 Bronx, NY
 Brooklyn, NY
 Brooklyn, NY
 Brooklyn, NY
 Brooklyn, NY
 Brooklyn, NY
 Buffalo, NY
 Buffalo, NY
 Buffalo, NY
 Buffalo, NY
 Fresh Meadows, NY
 Hartsdale, NY
 Hempstead, NY
 Hurley, NY
 Jamaica, NY
 New Rochelle, NY
 New Rochelle, NY
 New York, NY
 New York, NY
 Old Westbury, NY
 Olean, NY
 Plattsburgh, NY
 Rochester, NY
 Rochester, NY
 Schenectady, NY
 Troy, NY

St. John Baptist Diocesan HS
 Niagara Catholic High School
 Central Catholic High School
 Quigley Catholic High School
 Pius X High School
 Country Day School Sacred Heart
 Geibel Catholic High School
 Our Lady of the Sacred Heart
 Archbishop Prendergast HS
 Central Chr. Jr. Sr. High School
 Notre Dame Jr. Sr. High School
 Bishop Carroll High School
 Cathedral Preparatory School
 Villa Maria Academy
 Mt. St. Joseph Academy
 St. Basil Academy High School
 Villa Maria High School
 Delone Catholic High School
 Mercy Vocational High School
 Northeast Catholic Boys HS
 St. John Neumann High School
 West Catholic High School
 Central District Catholic High School
 Seton-LaSalle High School
 Nativity BVM High School
 Marian Catholic High School
 Bishop Neumann Jr./Sr. High School
 Bishop McDevitt High School

West Islip, NY
 Niagara Falls, NY
 Allentown, PA
 Baden, PA
 Bangor, PA
 Bryn Mawr, PA
 Connellsville, PA
 Coraolis, PA
 Drexel Hill, PA
 Du Bois, PA
 E. Stroudsburg, PA
 Edensburg, PA
 Erie, PA
 Erie, PA
 Flourtown, PA
 Fox Chase Man, PA
 Malvern, PA
 McSherrystown, PA
 Philadelphia, PA
 Philadelphia, PA
 Philadelphia, PA
 Philadelphia, PA
 Pittsburgh, PA
 Pittsburgh, PA
 Pottsville, PA
 Tamaqua, PA
 Williamsport, PA
 Wyncote, PA

Great Lakes

Illinois, Indiana, Michigan, Ohio, Wisconsin

Marquette High School
 Aurora Central Catholic High School
 Queen of Peace High School
 Archbishop Quigley Seminary School
 Gordon Technical High School
 Lourdes High School
 Marist High School
 Resurrection High School
 St. Ignatius College Prep School
 St. Scholastica High School
 Schlarman High School
 Joliet Catholic Academy
 Montini Catholic High School
 Carmel High School
 Mother Theodore Guerin School
 Alleman High School

Alton, IL
 Aurora, IL
 Burbank, IL
 Chicago, IL
 Chicago, IL
 Chicago, IL
 Chicago, IL
 Chicago, IL
 Chicago, IL
 Chicago, IL
 Danville, IL
 Joliet, IL
 Lombard, IL
 Mundelein, IL
 River Grove, IL
 Rock Island, IL

Boylan Central Catholic High School
 Immaculate Heart of Mary HS
 Regina Dominican High School
 Marian Central Catholic HS
 Marian Heights Academy
 Bishop Dwenger High School
 Bishop Chatard High School
 Cardinal Ritter Jr. Sr. High School
 Central Catholic Jr. Sr. High School
 Shawe Memorial Jr. Sr. High School
 Marian High School
 Divine Child High School
 Benedictine High School
 Catholic Central High School
 Lumen Christi High School
 Bishop Foley High School
 St. Mary Catholic Central High
 Bishop Borgess High School
 Catholic Central High School
 Nouvel Catholic Central High School
 Lake Michigan Catholic High School
 St. Francis High School
 St. Vincent & St. Mary High School
 St. Peter Chanel High School
 St. John Central High School
 Moeller High School
 Purcell Marian High School
 Ursuline Academy
 Beaumont School
 Bishop Hartley High School
 St. John High School
 Elyria Catholic High School
 St. Joseph Central Catholic High School
 St. Augustine Academy
 St. Thomas Aquinas High School
 Marion Catholic High School
 Lake Catholic High School
 Central Catholic High School
 Newark Catholic High School
 Holy Name High School
 Magnificat High School
 Catholic Central High School
 Calvert High School
 Central Catholic High School
 St. Francis DeSales High School
 Cardinal Mooney High School
 Catholic Central High School
 McDonell Central High School
 Aquinas High School & Middle School
 Divine Savior-Holy Angels School

Rockford, IL
 Westchester, IL
 Wilmette, IL
 Woodstock, IL
 Ferdinand, IN
 Fort Wayne, IN
 Indianapolis, IN
 Indianapolis, IN
 Lafayette, IN
 Madison, IN
 Mishawaka, IN
 Dearborn, MI
 Detroit, MI
 Grand Rapids, MI
 Jackson, MI
 Madison Height, MI
 Monroe, MI
 Redford, MI
 Redford, MI
 Saginaw, MI
 Saint Joseph, MI
 Traverse City, MI
 Akron, OH
 Bedford, OH
 Bellaire, OH
 Cincinnati, OH
 Cincinnati, OH
 Cincinnati, OH
 Cleveland, OH
 Columbus, OH
 Delphos, OH
 Elyria, OH
 Fremont, OH
 Lakewood, OH
 Louisville, OH
 Marion, OH
 Mentor, OH
 New Philadelphia, OH
 Newark, OH
 Parma Heights, OH
 Rocky River, OH
 Springfield, OH
 Tiffin, OH
 Toledo, OH
 Toledo, OH
 Youngstown, OH
 Burlington, WI
 Chippewa Falls, WI
 La Crosse, WI
 Milwaukee, WI

Plains

Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

Bishop Garrigan High School	Algona, IA
Kuemper High School	Carroll, IA
Regis High School	Cedar Rapids, IA
Wahlert High School	Dubuque, IA
St. Edmond High School	Fort Dodge, IA
Columbus High School	Waterloo, IA
Dowling High School	West Des Moines, IA
Academy of Mt. St. Scholastica	Atchison, KS
Bishop Ward High School	Kansas City, KS
Immaculata High School	Leavenworth, KS
St. Thomas Aquinas High School	Overland Park, KS
Tipton High School	Tipton, KS
Kapaun-Mt. Carmel High School	Wichita, KS
Pacelli High School	Austin, MN
De La Salle High School	Minneapolis, MN
Totino-Grace High School	Minneapolis, MN
New Ulm Area Catholic Schools	New Ulm, MN
Academy of the Holy Angels	Richfield, MN
Cathedral-John XXIII School	Saint Cloud, MN
Cretin Derham Hall High School	Saint Paul, MN
Notre Dame Regional High School	Cape Girardeau, MO
St. Mary Bundschu Memorial High School	Independence, MO
Cardinal Ritter College Prep	Saint Louis, MO
Rosati-Kain High School	Saint Louis, MO
St. John Vianney High School	Saint Louis, MO
St. Louis University High School	Saint Louis, MO
St. Francis Borgia Regional High School	Washington, MO
Holy Family High School	Lindsay, NE
Creighton Preparatory School	Omaha, NE
Duchesne Academy	Omaha, NE
Roncalli High School	Omaha, NE
VJ and Angela Skutt High School	Omaha, NE
St. Mary's High School	Oneill, NE
Bishop Neumann Central High School	Wahoo, NE
St. Thomas More High School	Rapid City, SD

Southeast

Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

St. Joseph Jr. Sr. High School	Conway, AR
Pope John Paul II High School	Boca Raton, FL
Bishop Verot High School	Fort Myers, FL
Chaminade Madonna College Prep	Hollywood, FL
Morning Star School	Jacksonville, FL
Archbishop Curley-Notre Dame HS	Miami, FL

St. Pius X High School
 Aquinas High School
 Holy Cross High School
 Notre Dame Academy
 Trinity High School
 Ursuline-Pitt School
 St. Joseph's Academy
 Academy of the Sacred Heart
 St. Thomas More High School
 Archbishop Rummel High School
 Immaculata High School
 Jesuit High School
 Mount Carmel Academy
 Catholic High School-Pointe Coupee
 Opelousas Catholic School
 Loyola College Prep School
 St. Stanislaus College Preparatory
 St. Joseph High School
 Cardinal Newman High School
 Notre Dame High School
 St. Benedict at Auburndale
 Knoxville Catholic High School
 Bishop Byrne High School
 Christian Brothers High School
 Paul VI High School
 Peninsula Catholic High School
 Catholic High School
 Walsingham Academy Upper School
 St. Joseph Central High School

Atlanta, GA
 Augusta, GA
 Covington, KY
 Covington, KY
 Louisville, KY
 Louisville, KY
 Baton Rouge, LA
 Grand Coteau, LA
 Lafayette, LA
 Metairie, LA
 Marrero, LA
 New Orleans, LA
 New Orleans, LA
 New Roads, LA
 Opelousas, LA
 Shreveport, LA
 Bay St Louis, MS
 Jackson, MS
 Columbia, SC
 Chattanooga, TN
 Cordova, TN
 Knoxville, TN
 Memphis, TN
 Memphis, TN
 Fairfax, VA
 Newport News, VA
 Virginia Beach, VA
 Williamsburg, VA
 Huntington, WV

West/Far West

Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming

Bourgade High School
 Immaculate Heart High School
 Salpointe Catholic High School
 Ramona Secondary School
 St. Joseph Notre Dame High School
 Sacred Heart College Prep School
 Garces Memorial High School
 Notre Dame High School
 Bellarmine Jefferson High School
 Regina Caeli High School
 St. Bernard High School
 San Joaquin Memorial High School
 Holy Family High School
 Saint Joseph High School-Lakewood
 Cathedral High School

Phoenix, AZ
 Tucson, AZ
 Tucson, AZ
 Alhambra, CA
 Alameda, CA
 Atherton, CA
 Bakersfield, CA
 Belmont, CA
 Burbank, CA
 Compton, CA
 Eureka, CA
 Fresno, CA
 Glendale, CA
 Lakewood, CA
 Los Angeles, CA

Immaculate Heart High School
 Loyola High School of Los Angeles
 Sacred Heart High School
 St. Michael High School
 Central Catholic High School
 St. Elizabeth High School
 Villanova Preparatory School
 La Salle High School
 Pomona Catholic High School
 Santa Margarita Catholic High School
 Don Bosco High School
 Loretto High School
 Academy of Our Lady of Peace
 Mercy High School
 Sacred Heart Cathedral Prep
 Presentation High School
 St. Lawrence Academy
 Notre Dame High School
 St. Mary's High School
 Louisville High School
 St. Scholastica Academy
 Holy Family High School
 St. Francis School
 Maryknoll High School
 Bishop Kelly High School
 Bishop McGuinness High School
 St. Labre Indian Catholic School
 Butte Central High School
 St. Catherine Indian School
 Blessed Kateri Tekakwitha
 St. Mary's School
 St. Mary's Academy
 Regis High School
 Alamo Catholic High School
 St. Joseph Academy
 Corpus Christi Academy
 Bishop Lynch High School
 St. Thomas High School
 Strake Jesuit College Prep School
 Highlands School
 St. Augustine Jr. Sr. High School
 Sacred Heart School
 Antonian College Prep High School
 Bishop T.K. Gorman High School
 Notre Dame Schools
 Judge Memorial Catholic H.S.
 Blanchet High School

Los Angeles, CA
 Los Angeles, CA
 Los Angeles, CA
 Los Angeles, CA
 Modesto, CA
 Oakland, CA
 Ojai, CA
 Pasadena, CA
 Pomona, CA
 Rancho Santa Marguarita, CA
 Rosemead, CA
 Sacramento, CA
 San Diego, CA
 San Francisco, CA
 San Francisco, CA
 San Jose, CA
 Santa Clara, CA
 Sherman Oaks, CA
 Stockton, CA
 Woodland Hills, CA
 Canon City, CO
 Denver, CO
 Honolulu, HI
 Honolulu, HI
 Boise, ID
 Oklahoma City, OK
 Ashland, MT
 Butte, MT
 Santa Fe, NM
 Thoreau, NM
 Medford, OR
 Portland, OR
 Stayton, OR
 Amarillo, TX
 Brownsville, TX
 Corpus Christi, TX
 Dallas, TX
 Houston, TX
 Houston, TX
 Irving, TX
 Laredo, TX
 Muenster, TX
 San Antonio, TX
 Tyler, TX
 Wichita Falls, TX
 Salt Lake City, UT
 Seattle, WA

❖ ❖ APPENDIX D ❖ ❖

The Survey Instrument

December 5, 1994

[Head of School]
[Name of School]
[Address]

Dear [Head of School]:

NCEA published *Catholic High Schools and Their Finances 1992* two years ago this month. This biennial survey of Catholic high schools described the finances, governance, administration and development efforts of secondary schools and has functioned as a valuable resource for understanding the state of Catholic secondary education. Along with studies on the outcomes of students in Catholic secondary schools, this study made it possible to demonstrate that Catholic high schools are not only effective but efficient.

Many important recent NCEA initiatives are now shaping a new context for American Catholic schools. The *National Congress on Catholic Schools for the 21st Century* has provided a foundation for renewed commitment to a stronger and more expansive network of Catholic schools. The 1992 Gallup Poll, *The Peoples' Poll on School and School Choice*, was commissioned by NCEA and revealed a very favorable national report card for Catholic schools as well as important and broad based support for educational choice among non-Catholics and Catholics alike. We believe we can draw on a potentially powerful coalition to create a new vision of education in which our schools exercise a critical leadership role. We have the support. We need your help in sketching accurately how Catholic schools function so well.

[Name School] has been selected to participate in a national survey of Catholic secondary schools. The process by which your school was selected is designed to identify a representative group of Catholic high schools from all over the country. Since [Name of School] is representing a number of schools, your participation is very important. I urge you to complete the enclosed questionnaire.

I understand that many demands compete for your time. In order to express appreciation for your cooperation, I will send every participating school a copy of the final report, *Catholic High Schools and Their Finances, 1994* immediately upon publication next spring. The report will be bound, about 60 pages long, and will contain not only composite information but analyses of school finances by region, size, and type of governance.

[Head of School]
December 5, 1994
Page Two

The questionnaire itself may be returned any time before January 10, 1995, but please take a moment now to complete and return the enclosed reply card, informing us of your response to our request.

Thank you for your willingness to cooperate in our efforts to serve the Catholic educational community. We know that our Catholic high schools are a great and effective gift to the church and the nation. While measures of material resources are neither the only nor the best way to assess our contributions, it is important to provide timely and accurate financial data for planning, public relations, public policy and political action on behalf of [Name of School] and all Catholic schools. Please help us by participating in our biennial survey.

Sincerely,

Michael J. Guerra
Executive Director
Secondary School Department

Encl.

MJG:tht

SURVEY OF CATHOLIC SECONDARY SCHOOL FINANCES 1993-1994

INTRODUCTION

This survey is being distributed to the principal, president, or other chief administrative officer of a representative sample of Catholic secondary schools in the United States. It is assumed that in most cases the principal will complete the survey, but if necessary, that responsibility may be delegated. In any case, all questions should be answered from the point of view of the principal or school head.

Instructions for completing this survey are printed in the manual accompanying the survey. **Wherever an asterisk appears, an explanation or definition related to that question will be found in the instruction manual.**

SCHOOL IDENTIFICATION

CORRECTIONS, IF NECESSARY

(If the label above needs correction, please enter the necessary corrections in the space at the right of the label.)

A. BACKGROUND

*A.1 Name of principal _____

A.2 Title of the school's administrative leader

A.3 Name and title of person who completed this survey if other than the principal.

A.4 Phone number of the person named in A.3 if other than school number. (_____) _____
(area code)

A.5 Is the principal of this school lay or religious? (check **one** box)

- ☐ Lay person
☐ Priest
☐ Female religious
☐ Male religious

A.6 What grades are included in your school?

- ☐ K or Pre-K to 12
☐ 7 to 12
☐ 8 to 12
☐ 9 to 12
☐ Other, namely _____

A.7 What is the gender composition of the student body?

- ☐ All male
☐ All female
☐ Male and female (coeducational)

Have there been any significant changes in the grade or gender composition in your school since the 1991-1992 school year? (check **all** that apply)

- ☐ A.8 No
☐ A.9 Yes, we merged/consolidated with another school.
☐ A.10 Yes, we added new grades 7 and/or 8.
☐ A.11 Yes, we became coeducational.
☐ A.12 Yes, other; namely: _____

Are any significant changes in grade or gender composition planned for your school in the next 3 years? (check **all** that apply)

- ☐ A.13 No
☐ A.14 Yes, we may merge/consolidate.
☐ A.15 Yes, we may add new grades 7 and/or 8.
☐ A.16 Yes, we may become coeducational.
☐ A.17 Yes, other; namely: _____

A.18 Where is this school located?

- ☐ New England (CT, ME, MA, NH, RI, VT)
☐ Mideast (DE, DC, MD, NJ, NY, PA)
☐ Great Lakes (IL, IN, MI, OH, WI)
☐ Plains (IA, KS, MN, MO, NE, ND, SD)
☐ Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV)
☐ West/Far West (AK, AZ, CA, CO, HI, ID, MT, NV, NM, OK, OR, TX, UT, WA, WY)

B. ADMINISTRATION

*B.1 What type of school is this? (check **one** box)

- ☐ Diocesan
☐ Parochial or inter-parochial
☐ Private

B.2 Is this school owned or operated by a religious community?

- ☐ Yes
☐ No

What **percent** of your twelfth grade students were enrolled in each of the following types of programs in 1993-1994. (Write a percent for each line. If none, write "0." These percentages should sum to 100.)

	Percent
B.3 Business	_____
B.4 College Preparatory	_____
B.5 General-Technical	_____
B.6 Other	_____

C. TEACHERS

*C.1 What is the **number** of teachers your school has in each of these two categories? (Write a number on each line. If none, write "0.")

Full-time Teachers	Part-time Teachers
_____	_____

*C.2 What is the number of full-time equivalent teachers (FTEs) in your school?

What is the number of persons reported in question C.1 who fall into each of these categories? (If none, write "0." The total in each of these columns should equal the answers you gave in C.1)

	Full-time Teachers	Part-time Teachers
C.3 Catholic layman	_____	_____
C.4 Catholic laywoman	_____	_____
C.5 Non-Catholic layman	_____	_____
C.6 Non-Catholic laywoman	_____	_____
C.7 Priest, diocesan	_____	_____
C.8 Priest, religious	_____	_____
C.9 Female religious	_____	_____
C.10 Male religious	_____	_____

If you have one or more priests or religious on your faculty, please answer C.11 to C.19; otherwise go to C.20.

C.11 Are priests paid on the same salary schedule as lay teachers?

- ☐ Yes
☐ No
☐ Does not apply

C.12 Are women religious paid on the same salary schedule as lay teachers?

- ☐ Yes
☐ No
☐ Does not apply

C.13 Are men religious paid on the same salary schedule as lay teachers?

- ☐ Yes
☐ No
☐ Does not apply

C.14 Do all priests teaching full-time in your school receive the same compensation, regardless of education or experience?

- ☐ Yes
☐ No
☐ Does not apply

C.15 Do all women religious teaching full-time in your school receive the same compensation regardless of education or experience?

- ☐ Yes
☐ No
☐ Does not apply

C.16 Do all men religious teaching full-time in your school receive the same compensation, regardless of education or experience?

- ☐ Yes
☐ No
☐ Does not apply

C.17 What is the average annual compensation (total of salary, benefits, housing, transportation, and stipends) paid to **priests** who teach full-time in your school? (If question does not apply, write "DNA.")

\$ _____

C.18 What is the average compensation (total of salary, benefits, housing, transportation, and stipends) paid to **women religious** who teach full-time in your school? (If question does not apply, write "DNA.")

\$ _____

C.19 What is the average compensation (total of salary, benefits, housing, transportation, and stipends) paid to **men religious** who teach full-time in your school? (If question does not apply, write "DNA.")

\$ _____

*C.20 In the 1993-1994 school year, what is the average dollar amount of the benefit package paid by the school (e.g., pension, social security (employer's contribution only), medical insurance, life insurance, major medical) for a full-time lay teacher?

\$ _____

C.21 In your school, is merit a factor in establishing teachers' compensation?

- ☐ Yes
☐ No

C.22 Does your school have an official salary schedule related to levels of education and years of experience by which lay teachers' salaries are determined?

- ☐ Yes
☐ No

If your school has a salary schedule, please answer the next two questions; otherwise go to C.25.

C.23 What is the scheduled salary paid to a beginning lay teacher with a B.A./B.S. (excluding benefits)?

\$ _____

C.24 What is the highest scheduled salary paid for a lay teacher with a M.A./M.S. (excluding benefits)?

\$ _____

C.25 What is the highest salary actually paid to any lay teacher at your school?

\$ _____

*C.26 What is the **median** of the salaries actually paid to lay teachers in your school (excluding benefits)?

\$ _____

C.27 Are some or all of teachers represented during contract negotiations by some negotiating group?

- ☐ Yes
☐ No (If "no," please skip to C.35.)

C.28 What is the total **number** of full-time teachers in your school who are represented during contract negotiations by some negotiating groups? (If none, write "0.")

What is the number of your full-time teachers who are represented by each of the following groups? (If none for a group, write "0;" these numbers should sum to the answer given for question C.28.)

- C.29 American Federation of Teachers _____
C.30 Diocesan of district groups _____
C.31 National Association of Catholic School Teachers _____
C.32 National Education Association _____
C.33 Other local group _____
C.34 Other national group _____

What is the number of full-time teachers who have been on the staff of your school for the following lengths of time? (Place a number in each space. If none, write "0." The total should equal the number of full-time teachers shown in question C.1.)

- C.35 Less than a year _____
C.36 1 to 2 years _____
C.37 3 to 5 years _____
C.38 6 to 10 years _____
C.39 11 to 15 years _____
C.40 16 to 20 years _____
C.41 21 to 30 years _____
C.42 31 to 40 years _____
C.43 41 + years _____

C.44 What is the average salary (excluding benefits) paid to full-time administrators? (In calculating the average, exclude religious administrators who receive stipends rather than equivalent lay salaries)

\$ _____

C.45 What is the salary (excluding benefits) paid to the principal? (Reminder: Your answers are confidential. No information on any school will be released without written permission from the principal.)

\$ _____

D. STUDENTS

D.1 What was the total number of students in your school in June, 1994?

What was the **number** of students in each grade in your school who were in these categories? (If none for a category, write "0.")

	7th	8th	9th	10th	11th	12th
D.2 Catholic	_____	_____	_____	_____	_____	_____
D.3 Non-Catholic	_____	_____	_____	_____	_____	_____

What was the **number** of students in each grade in your school who were in these categories? (If none for a category, write "0.")

	7th	8th	9th	10th	11th	12th
D.4 American Indian						
Alaskan Native	_____	_____	_____	_____	_____	_____
D.5 Asian or Pacific						
Islander	_____	_____	_____	_____	_____	_____
D.6 Black, not of						
Hispanic origin	_____	_____	_____	_____	_____	_____
D.7 Hispanic or Spanish						
or Latin American	_____	_____	_____	_____	_____	_____
origin	_____	_____	_____	_____	_____	_____
D.8 White, not of						
Hispanic origin	_____	_____	_____	_____	_____	_____

D.9 What was the number of students in your school who were classified as handicapped? (If none, write "0.")

*D.10 What number of your students received financial aid from your school in 1993-1994?

Does your school employ any of the following criteria in awarding financial aid, in whole or part? (check **one** box for each)

Yes	No	
☐	☐	D.11 Academic record or promise
☐	☐	D.12 Athletic record or promise
☐	☐	D.13 Financial need
☐	☐	D.14 Racial or ethnic origin
☐	☐	D.15 Vocational intention
☐	☐	D.16 Faculty children
☐	☐	D.17 Other, namely _____

D.18 Of the following criteria, which is given the **greatest** weight in awarding your school's financial aid funds? (check **one** box)

- ☐ Academic record or promise
- ☐ Athletic record or promise
- ☐ Financial need
- ☐ Racial or ethnic origin
- ☐ Vocational intention

D.19 What was the **total** amount of financial aid, (including scholarships, tuition reductions, grants, work-study, and support from sponsoring parishes, dioceses, and religious orders) awarded in 1993-1994 by your school to students?

\$ _____

D.20 What was the dollar value of the **average** financial aid allocation?

\$ _____

What **percent** of your students come from families with each of the following gross annual incomes? (Percents should sum to 100. If none in the category, write "0.")

	Percent
D.21 Under \$15,000	_____
D.22 \$15,001-\$25,000	_____
D.23 \$25,001-\$35,000	_____
D.24 \$35,001-\$50,000	_____
D.25 Over \$50,000	_____

*D.26 Are the percentages you gave for questions D.21 to D.25 estimates or accurate figures?

- ☐ Figures are rough estimates
- ☐ Figures are reasonable estimates
- ☐ Figures are accurate

D.27 What percent of your students come from families who receive Aid to Families with Dependent Children (AFDC)?

- Percent
- ☐ 0
- ☐ 1 - 10
- ☐ 11 - 20
- ☐ More than 20

*D.28 Is the percentage you gave for question D.27 an estimate or an accurate figure? (check one box)

- ☐ Figure is rough estimate
- ☐ Figure is reasonable estimate
- ☐ Figure is accurate

E. SCHOOL STANDARDS

*E.1 What is the **number** of students who applied (that is, completed the application process) for admission to your school's entry-level grade for the year 1993-1994?

E.2 If you have grades lower than 9, do you require a readmission process for grade 9?

- ☐ Yes
- ☐ No
- ☐ Does not apply

*E.3 What is the number of students who were informed of acceptance to your entry-level grade in 1993-1994?

E.4 How many students, if any, were put on a waiting list?

E.5 Of the number given for E.1, how many were not accepted for admission? Note: E.3 + E.4 + E.5 should sum to equal E.1.

E.6 Of the students accepted, what is the number of students who enrolled?

How often do you consider each of the following in a student's application for admission to your entry-level grade? (For each, check **one** box)

	Always	Usually	Some- times	Rarely or Never
E.7 Ability to pay full tuition without aid	☐	☐	☐	☐
E.8 Completion of one or more standardized achievement or aptitude tests	☐	☐	☐	☐
E.9 Complete of written admissions test developed by your school	☐	☐	☐	☐
E.10 Personal interview with parent or guardian	☐	☐	☐	☐
E.11 Recommendation of elementary school principal	☐	☐	☐	☐
E.12 Recommendation of student's pastor	☐	☐	☐	☐
E.13 Strong academic record	☐	☐	☐	☐
E.14 Successful completion of previous year of school	☐	☐	☐	☐
E.15 Of the students who enroll at the entry-level grade of your school, about what percentage would you estimate remain in your school and graduate?				

- Percent
- ☐ 100
- ☐ 95-99
- ☐ 90-94
- ☐ 80-89
- ☐ 70-79
- ☐ Less than 70

F. FACILITIES, RESOURCES AND LOCATION

- *F.1 In what year was your school established?

- F.2 In what year was the oldest building that currently houses your school built?

- *F.3 What is your best estimate of the current market value of the school buildings and grounds?
\$ _____
- F.4 If your school were at maximum enrollment, how many students could your facility serve?

G. PARENT INVOLVEMENT

- G.1 Does your school make use of volunteer work by parents and family members?
☐ Yes
☐ No
- G.2 What is the approximate number of parents or family members of students who contributed volunteer time during 1993-1994?

- G.3 Estimate the total number of volunteer hours given by parents and family members in 1993-1994.

H. FINANCES AND DEVELOPMENT

REMINDER: Your answers are confidential. No information about any individual school will be released without permission from the head administrator.

Please indicate the school's 1993-1994 income and operating expenses, using the categories shown. Reminder: Definitions and explanations for all items bearing an asterisk (*) will be found in the accompanying instruction manual.

Please make an entry on every line. If the appropriate answer is "none" or zero, write "0." This will considerably increase the accuracy of our final report.

Source of Income (round to the nearest dollar)

- H.1 Tuition and fees \$ _____
- *H.2 Contributed services \$ _____

Subsidies or grants from:

- H.3 Religious community \$ _____
- H.4 Parish \$ _____
- H.5 Diocese \$ _____
- H.6 Other \$ _____

Development:

- *H.7 Alumni \$ _____
- *H.8 Parents \$ _____
- *H.9 Other contributions to the 1993-1994 operating fund \$ _____
- *H.10 Fundraising from special events \$ _____
- *H.11 Income from auxiliary services (excess of income over expenses) \$ _____
- H.12 Income from federal government sources \$ _____
- H.13 Income from state government sources \$ _____
- H.14 Income from endowment \$ _____
- *H.15 All (any) other income \$ _____
- H.16 Total operating income (should equal sum of H.1 to H.15) \$ _____

Operating Expenses (round to the nearest dollar)

- H.17 Salaries-lay professional staff, including development office \$ _____
- *H.18 Salaries-religious professional staff \$ _____
- *H.19 Contributed services (if not included in H.18 under "religious salaries") \$ _____
- H.20 Other salaries (e.g., general office, maintenance, but not auxiliary services) \$ _____
- H.21 All fringe benefits (FICA, health insurance, retirement, unemployment, etc.) \$ _____
- *H.22 Expenses for all auxiliary services (excess of expenses over income) \$ _____
- *H.23 Maintenance costs \$ _____
- *H.24 All other operating costs \$ _____
- H.25 Total operating expenses (should equal sum of H.17 to H.24) \$ _____

What was the 1993-1994 tuition? This is the "base tuition" for a student who is the only student from a given family, and before allowances and discounts. What was the 1991-1992 tuition? Please fill in one answer for each blank. If your school does not have one or more of these grades, write "DNA."

	1993-94 tuition	1991-92 tuition
H.26 Grade 7	_____	_____
H.27 Grade 8	_____	_____
H.28 Grade 9	_____	_____
H.29 Grade 10	_____	_____
H.30 Grade 11	_____	_____
H.31 Grade 12	_____	_____

H.32 Was there a reduction in tuition when more than one child in a family registered in the school?

- ☐ Yes
☐ No

H.33 Was there a reduction in tuition when a student was the child of a teacher or administrator?

- ☐ Yes
☐ No

H.34 Does the school have a development office?

- ☐ Yes
☐ No

If your school has a development office, please answer the following questions. If your school does not, please proceed to the next section: I. Governance, question I.1.

H.35 Is the office staffed by a salaried director of development?

- ☐ Yes
☐ No

H.36 In what year did the school first establish a paid development director position?

Is the director of development responsible for

- | | | |
|--------------------------|--------------------------|---------------------------------|
| Yes | No | |
| ☐ | ☐ | H.37 student recruitment? |
| ☐ | ☐ | H.38 public relations? |
| ☐ | ☐ | H.39 alumni association? |
| ☐ | ☐ | H.40 annual appeal? |
| ☐ | ☐ | H.41 capital campaign? |
| ☐ | ☐ | H.42 special-event fundraising? |

H.43 If your school has a full-time director of development,

what is that person's salary (excluding benefits)? (Remember: Your answers are confidential. No information on any school will be released without written permission from the head of school.)

\$ _____

I. GOVERNANCE AND EXTERNAL RELATIONSHIPS

*I.1 Does your school have a school board?

- ☐ Yes
☐ No

If your school has a school board, please answer the following questions. If not, proceed to question I.11.

*I.2 In your opinion, what is the degree of influence the school board has on your school's day-to-day operation?

- ☐ Very influential
☐ Somewhat influential
☐ Not at all influential

I.3 How many members does your school board have?

*I.4 Of the number given for question I.3, how many are laity?

I.5 Of the number given in question I.3, how many represent the sponsoring religious community? (If school is not sponsored by a religious community, write "DNA.")

I.6 Of the number for question I.3, how many are priests or religious from a local parish or parishes?

I.7 Does the board approve the school's operating budget?

- ☐ Yes
☐ No

I.8 Does the board hire and evaluate the principal?

- ☐ Yes
☐ No
☐ Does not apply

I.9 Does the board hire and evaluate the president?

- ☐ Yes
☐ No
☐ Does not apply

I.10 Are lay members of the board expected to contribute financially to the school?

- ☐ Yes
☐ No

I.11 Does the school provide yearly financial reports to parents and other constituencies?

- ☐ Yes
☐ No

Does your school participate or have students who participate in each of the following **federally** assisted programs?

- | Yes | No | | |
|--------------------------|--------------------------|------|---|
| ☐ | ☐ | I.12 | Chapter I (Education of children of economically disadvantaged) |
| ☐ | ☐ | I.13 | Chapter II (Consolidation of federal programs for elementary and secondary education) |
| ☐ | ☐ | I.14 | Upward Bound |

Vocational Education Act of 1963:

- | | | | |
|--------------------------|--------------------------|------|--|
| ☐ | ☐ | I.15 | Vocational Education Basic Program |
| ☐ | ☐ | I.16 | Cooperative Vocational Education Program |
| ☐ | ☐ | I.17 | Consumer and Homemaking Education |

Is your school funded or subsidized by the **state** for any of the following?

- | Yes | No | | |
|--------------------------|--------------------------|------|--|
| ☐ | ☐ | I.18 | Bus transportation |
| ☐ | ☐ | I.19 | Drug education |
| ☐ | ☐ | I.20 | Education of the handicapped |
| ☐ | ☐ | I.21 | Education of students from low-income families |
| ☐ | ☐ | I.22 | Guidance and counseling |
| ☐ | ☐ | I.23 | Health services |
| ☐ | ☐ | I.24 | Library or A/V resources |
| ☐ | ☐ | I.25 | Textbooks |
| ☐ | ☐ | I.26 | Other; namely |

MAILING INSTRUCTIONS

When the survey has been completed, return the survey to Michael J. Guerra at NCEA, 1077 30th Street, NW, Suite 100, Washington, DC 20007-3852. Deadline for return to NCEA is February 3, 1995. We are most grateful for your cooperation in providing this important service for Catholic secondary education.



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